

# 2 JOBS IN TOURISM

## UNIT MENU

**Grammar:** present simple and continuous

**Vocabulary:** working conditions and salaries, qualities and skills, hotel jobs

**Professional skills:** covering letters

**Case study:** choose the right person for the job

## Aims and objectives

**In this lesson students will:**

- read about working conditions in the tourism industry
- listen to tourism professionals talking about their jobs
- discuss the qualities and skills they need for their career in tourism

## Reading

### WORKING CONDITIONS IN TOURISM

#### Exercise 1, page 16

Find out who works or would like to work in tourism before focusing students' attention on the article. Help students with vocabulary as needed but tell them all words in bold will be covered in the next exercise. Encourage students to compare ideas with a partner before eliciting them from the class. Check vocabulary, e.g. *varied, flexibility, salary*.

Advantages:

- interesting and varied work
- people-focused
- opportunity to meet and help people from all over the world
- every day is different
- flexibility of hours
- on-the-job training
- opportunities for fast promotion
- possibility of long-term career
- (with a university degree) you move more quickly into a management position

Disadvantages:

- seasonal work
- short-term contracts
- hours are sometimes long and hard
- temporary option
- working shifts and weekends
- low-paid at the start

#### Exercise 2, page 16

Students match the words in bold to their opposites. With a weaker class, suggest they do this in pairs before eliciting the answers as a class. If your students are thinking of taking the LCCI Level 1 Certificate in Spoken English for Tourism, remind

them that they must be familiar with specialized language, e.g. language relating to working conditions in tourism and job adverts, as covered in this lesson.

1 part-time	2 temporary	3 low-paid
4 long-term	5 seasonal	6 shifts

#### Exercise 3, page 16

Go through the jobs in the box, checking students can pronounce each one. Students then match the jobs to the sector, adding an extra two jobs to each sector. Allow time for students to discuss ideas in pairs before checking answers as a class. Elicit a definition for each job, if time.

- |  |
|--|
| 1 Food and beverage: restaurant manager, waiter                      |
| 2 Accommodation: concierge, hotel receptionist                       |
| 3 Transportation: flight attendant, pilot                            |
| 4 Recreation and entertainment: entertainer, outdoor adventure guide |

## EXTRA ACTIVITY

Students choose six of the jobs in Exercise 3 and write a sentence or sentences to describe them, using the expressions below to help them. Students compare answers in pairs before class feedback.

*entertains / is responsible for / looks after / manages / works in / works at / works for*

e.g. *A concierge works in a hotel. He/she looks after guests and answers their questions.*

## Listening

### PERSONAL QUALITIES AND SKILLS

#### Exercise 4, page 17

Focus students' attention on the three photos and tell them they are going to listen to each person talking about their job. If useful, go through the qualities checking meaning and pronunciation. Students match the qualities and skills to each person's job, discussing ideas with a partner before class feedback.

- 1 travel agent: organized and communicative
- 2 flight attendant: customer-focused and efficient
- 3 tour guide: energetic, enthusiastic and entertaining

**Audio script Track 2.1, Exercise 4, page 119****1**

Well, first of all, you need to have excellent customer service skills because you spend all day talking to customers. Being organized is essential and you also need to be very communicative. You can't be afraid to speak to people, if it's a tour operator, a hotel, an airline or if it's a customer in the shop. You have to speak to everyone on every level. You also need good sales skills to sell holiday and travel products to customers. And, of course, good IT skills are essential to find information and make bookings online.

**2**

You have to be customer-focused and efficient. And you have to stay calm and be patient when passengers are worried or angry about something. Being a good communicator who can interact well with people from different cultures is essential. You have to be a good team worker, too. Basic first aid and medical skills are important.

**3**

I think when people pay for a tour they are really paying for the personality. I call it 'the three E's': somebody who's energetic, enthusiastic and entertaining. You have to have a passion for people and you need to be energetic because your job is about helping people to have fun. On a practical level, good organizational skills and languages help. I love it – every day is different.

**EXTRA ACTIVITY**

Refer students to audio script 2.1 on page 119 and ask them to underline all the useful adjectives to describe personal qualities. Students make a list of the words in the scripts that can go with skills. Discuss answers in pairs before class feedback.

**Exercise 5, page 17**

Students complete the job descriptions using the words given. This could be done alone or in pairs. Go over answers with the class.

- 1 customer service   2 sales   3 IT  
 4 communicator   5 team   6 first aid   7 passion  
 8 fun   9 organizational

**Exercise 6, page 17**

Tell students they are going to hear further information about each job and ask them to make notes. Allow time for students to discuss ideas before opening the discussion to the class. Encourage them

to explain their choice re: the best job. Check vocabulary, e.g. *discount*, *tip*.

**1 Travel agent**

- salary: low (over \$30,000)
- working conditions: long hours (40 hour weeks); good benefits

**2 Flight attendant**

- salary: good (over \$38,000) – can increase by \$3,000–\$8,000 a year by doing extra flights
- working conditions: flexible working hours; discounts on flights

**3 Tour guide**

- salary: low (\$23,000) but good tips from customers
- working conditions: long working hours (14–15 hours/day); travel to exotic locations for free; meals, accommodation, transport are free; good tips

**Audio script Track 2.2, Exercise 5, page 119****1**

In the USA, travel agents on full-time contracts can earn between \$24,000 and \$38,000 a year before tax. The salary depends on your experiences, sales skills and the size and location of the agency. I work in a large travel agency in San Francisco and my annual salary is over \$30,000 now, for a 40-hour week working Monday to Friday. The salary is low but I also get travel benefits, such as discounts on holidays and free trips with airlines and cruise companies if I sell a package to a group.

**2**

The working hours are very flexible. I often work weekends and holidays and I'm away from home for days. I usually fly 70 hours a month and work another 40 hours on the ground. My salary is about \$3,200 a month – that's over \$38,000 a year. And I can increase my pay by \$3,000 to \$8,000 a year by doing extra flights. And my family and I get big discounts on flights.

**3**

When I started working as a tour guide, I earned \$8 per hour. Now I have a contract and I make \$23,000 annually. The pay is low but I travel to exotic locations for free. The working hours can be long on a tour – sometimes I work 14–15 a day. A big advantage is that all my meals, accommodation and transport are free. And my customers usually give tips. The last tour I worked, I made \$250 in tips in just five days!

**EXTRA ACTIVITY**

Students discuss in pairs which hotel jobs they have done or which they think would be interesting and why.

## Speaking

### THE SKILLS FOR THE JOB

#### Exercise 7, page 17

Students discuss the questions in pairs. Round up by eliciting ideas.

Students' own answers.

#### RESEARCH JOB ADVERTS

Go through the task with the class. In a subsequent lesson, allow time for students to present their findings either in groups or to the class.

#### Homework suggestions

- Students choose five hotel jobs from Exercise 1 (including additional ones given) and choose three personal qualities or skills to go with each job. In a subsequent lesson, students discuss their ideas in pairs or groups before class feedback.
- Students choose three hotel jobs (from the additional ones given in Exercise 1) and write a job description for each one, using those from Exercise 5 as models (30–50 words per job description).

## A DAY IN THE LIFE

### Aims and objectives

#### In this lesson students will:

- read an article on the day of the life of a hotel manager
- study the present simple and continuous
- do an activity where they ask questions to find out each others' job

### Reading

#### YOU NEVER STOP LEARNING

#### Exercise 1, page 18

Find out if students agree with the reading title before asking them to complete the description. Encourage students to compare answers in pairs before going through them with the class. Elicit other hotel jobs and their descriptions, writing them on the board as needed. This could be a good opportunity to build vocabulary and check on pronunciation.

- food and beverage manager
- front office manager
- hotel receptionist
- executive chef
- executive housekeeper

#### Suggested answers for other hotel jobs

general manager, housekeeper, bellhop/bell boy, porter, concierge, maintenance engineer, gardener, pool attendant, accountant, work in marketing or sales, waiter/waitress, restaurant manager, prep cook, sous chef, chef, etc.

#### Exercise 2, page 18

Students read the article to find out what Nathan Wilson's job is. Elicit the answer from the class and ask for clues to the answer from the text. Check vocabulary, e.g. *deal with*, *recruit*, *negotiate*.

#### Front office manager

#### Exercise 3, page 18

Ask students to read the text again and complete Nathan's profile. Allow time for them to compare answers in pairs before going through them with the class.

- twelve front office staff
- 2 shifts
- 3 guests
- 4 corporate clients
- 5 hospitality
- 6 prep cook
- sous chef
- 8 executive chef
- cooking and travel
- 10 to become a General Manager of one of the Bouvier Hotels and work abroad

## Grammar

### PRESENT SIMPLE AND CONTINUOUS

#### Exercise 4, page 19

Focus students' attention on the Grammar box. Allow them time to read through the information and ask any questions before reading the text. Round up by asking what Nathan is currently working on.

He is helping to develop a new online promotion.

#### EXTRA ACTIVITY

Refer students to pages 112–113 of the Grammar reference and go through the information explaining the present simple and continuous. Highlight the different forms (positive, negative and question) and draw attention to the use of adverbs of frequency with the present simple and stative verbs with the present continuous. Allow time to discuss the examples given and any questions students might have. Provide additional examples as needed.

#### EXTRA ACTIVITY

Students decide which of the following verbs are stative:

*like, give, want, catch, deal, prefer, wake, fall, taste, hit, imagine, cost, suppose, believe, let, think, belong, understand, spill, tell.*

#### Answers

*like, want, prefer, imagine, cost, suppose, believe, think, understand.*

#### Exercise 5, page 19

Students complete the sentences using the correct present tense. Allow students time to compare answers in pairs before going through them with the class.

1 'm training   2 'm helping them   3 's   4 'm  
5 showing   6 works   7 're finding   8 use  
9 'm planning   10 don't   11 take   12 'm  
13 knows

#### Exercise 6, page 19

Refer students to the example and ask them, either alone or in pairs, to make sentences using the prompts given. Elicit ideas, writing them on the board and discussing any problems with tense usage.

#### Suggested answers

- 2 The receptionist works on the front desk. At the moment, he's/she's checking in a group of 25.
- 3 The executive housekeeper supervises cleaning staff. At the moment he's/she's inspecting all the bathrooms.

- 4 The building (maintenance) manager looks after the building. At the moment he's/she's supervising some repair work.
- 5 The waiter waits at tables. At the moment he's taking a lunch order.
- 6 The bell boy helps guests with luggage. At the moment he's carrying a heavy bag.

## Speaking

### 20 QUESTIONS GAME

#### Exercise 7, page 19

Put students into pairs and allot roles A and B. If useful, provide an example to demonstrate the activity. Monitor students during the activity, noting good questions and points to focus on during feedback. Round up by finding out who managed to guess their partner's job and what it was.

#### Homework suggestions

- Students choose five hotel jobs (from the additional ones discussed in Exercise 1) and write ten sentences using the present simple and present continuous, using those in Exercise 6 as examples.
- Students write a short blog article explaining what they do in their job and what they are doing at the moment. In case they do not have a job, they could write about someone else they know (100–150 words).

Photocopiable notes 2.1 (page 111)  
What's my job? (Card activity page 112)

# PROFESSIONAL SKILLS

## COVERING LETTERS

### Aims and objectives

#### In this lesson students will:

- read job advertisements
- listen to a human resources manager discussing the experience, skills and qualities needed for different jobs
- focus on the professional skill of writing a covering letter

### Reading

#### JOB ADVERTISEMENTS

##### FACT FILE

The Republic of Macedonia is located in the region known as the Balkans in Southeast Europe. It was part of the former Yugoslavia and is land-locked, sharing borders with Kosovo, Serbia, Bulgaria, Greece, and Albania. Its capital is Skopje.

#### Exercise 1, page 20

Focus students' attention on the photo and logo, and ask if anyone has ever visited Macedonia and what they know about it, e.g. which countries it borders. Students then complete the job adverts using the correct expression. Encourage them to use a dictionary to check new language. Allow time for students to compare answers in pairs before going through them with the class.

1 positions 2 curriculum vitae (CV)/resumé  
3 flexible 4 Team 5 training 6 skills  
7 management 8 experience

#### Exercise 2, page 20

Students work in pairs to discuss which job they would prefer and why before their ideas are shared with the class.

Students' own answers.

### Listening

#### SKILLS AND QUALITIES

#### Exercise 3, page 20

Tell students they are going to listen to the Human Resources Manager at Fun Parks talking about the jobs advertised. After listening elicit which job she mentions first. Check vocabulary, e.g. *crisis*, *relevant*, *supervise*.

She talks about the Restaurant Manager job first.

#### Audio script Track 2.3, Exercise 3, page 119

1

We're asking for a recognized qualification in hospitality for this position and, as the advertisement says, you need at least two years' relevant experience. It gets really busy in the high season, so we need a person who is well-organized and can stay calm in a crisis. Obviously, you need excellent customer service and people management skills to deal with both customers and staff. Since we have a lot of international customers in the restaurant, we need someone who can speak good English and at least one other European language.

2

You don't have to have any particular qualifications to apply for this position but if you have experience supervising kids and enjoy working with children, then this will be an advantage. As it says in the advert, we need people with language skills who can work well in a team. But above all, it's a job about helping people to have fun, so the really important thing is to be energetic and enthusiastic. Basic first aid and medical skills would be extremely useful.

#### Exercise 4, page 20

Students listen again, making notes about the experience, skills and qualities each job requires. Allow time for students to compare answers with a partner before eliciting them from the class.

#### Suggested answers

Restaurant manager:

- Experience: at least two years' relevant experience
- Skills: excellent customer service and people management skills; someone who can speak good English and another European language
- Qualities: someone who is well-organized and can stay calm in a crisis

Children's recreation supervisor:

- Experience: experience of supervising kids an advantage
- Skills: someone with language skills who can work well in a team; first aid and medical skills are very useful
- Qualities: someone who is energetic and enthusiastic

### Reading

#### COVERING LETTERS

#### Exercise 5, page 21

Briefly find out what types of letters students have written in English and if they have ever applied for a job in English. Elicit what information a covering letter might include and refer them to pages 96–97 of the

Writing bank to check. Spend time going through the example and advice given for both covering letters and CVs, highlighting the useful expressions given at the bottom of page 97. After this ask students to read the letter on page 21, before asking what job is being applied for.

Miroslav is applying for the position of Children's Recreation Supervisor.

### EXTRA ACTIVITY

Students discuss the CV guidelines given on page 97 of the Writing bank and explain what information is normally given on a CV in their own country, and how it might be organized. For homework, students could prepare a two-page version of their CV.

## Professional skills

### WRITING A COVERING LETTER

#### Exercise 6, page 21

Refer students to the Professional skills box and ask them to complete the letter using the expressions. Allow time for them to compare answers in pairs before discussing them as a class. You might want to ask different students to read out parts of the letter to check on pronunciation.

Dear Ms Isabela Monti,

<sup>1</sup>**I am writing to apply** for the position of Children's Recreation Supervisor <sup>2</sup>**as advertised** on your website on 15 October. I am very interested in working for *Fun Parks* because I enjoyed the Pirate Park very much when I visited it recently with a group of children. At the moment I am studying for a diploma in Tourism management at the University of Macedonia. I am in my first year, although <sup>3</sup>**I have two years' experience** in working for an after-school club. <sup>4</sup>**My responsibilities include** organizing activities and excursions for young children. Please <sup>5</sup>**find attached a copy of my CV**.

My supervisor says I am sociable, hard-working and creative. <sup>6</sup>**In addition**, I am enthusiastic and I work well in a team. <sup>7</sup>**As you can see** from my CV, I speak English and many Eastern European languages fluently.

If you are interested in my application, <sup>8</sup>**please do not hesitate to contact me** regarding a possible interview. <sup>9</sup>**I look forward to** hearing from you.

<sup>10</sup>**Yours sincerely**,  
Miroslav Wasilew

### FACT FILE

A good way to remember which formal letter openings and endings go together is to think of the 'one S only' principal.

If you begin a letter *Dear Sir/Madam*, you end it *Yours faithfully*.

Likewise, if you begin *Dear Mrs Jones*, you end *Yours sincerely*.

#### Exercise 7, page 21

Tell students they are now going to write a covering letter for the other job advertised. Remind them to use the models in Exercise 5 and in the Writing bank on page 96 to help them. Encourage students to make notes before writing and help as needed. With a weaker class, students could work in pairs. If time is limited letters could be completed for homework.

### Writing model

Dear Sir/Madam,

I am writing to apply for the post of Restaurant Manager as advertised on the website *Europe – T&T Jobs* on 15 October. I am very interested in working for *Fun Parks* because I think it is an exciting, dynamic organization and I would like to be part of your team.

I have a diploma in Hospitality Management from the University of Madrid. In addition, I have two years' experience in working in Food and Beverages Management. My past responsibilities include organizing bar and restaurant staff in a busy holiday resort on the Costa Dorada. Please see my attached CV for more details and references.

As you can see from my CV, communication and organizational skills are my main strengths and I always enjoy learning new skills. I consider myself hard-working, enthusiastic and I am good at staying calm under pressure. I speak fluent Spanish and English, and some Italian and French.

I am available to start work immediately. Please do not hesitate to contact me if you would like more information. I look forward to hearing from you regarding a possible interview.

Yours faithfully,  
(name)

## Speaking

### INTERVIEW QUESTIONS

#### Exercise 8, page 21

Find out when students last had an interview. Explain they are now going to listen to some interview questions and ask them to note them down. After listening, allow time for students to compare answers in pairs and to discuss further questions, before

going through ideas as a class. Write additional questions on the board. See audio script 2.4 for questions.

#### **Suggested answers**

- Why do you want to leave your present job?
- Are you prepared to work weekends/long hours?
- Where did you study/train?
- What qualifications do you have?
- Do you have any relevant experience?
- Can you give me an example of when you worked well in a team?
- What did you enjoy the most/least about your last job?
- Can you describe yourself using three positive adjectives?

- Students write about their experience, skills and qualities and what they consider their key strengths and weaknesses are. Ask them to also say what job they have (or would like to have) and what they (would) enjoy about it (150–200 words).

Photocopiable notes 2.2 (page 110)  
Let's talk about your job (Card activity page 112)

#### **Audio script Track 2.4, Exercise 8, page 120**

- 1 Why do you want to work for us?
- 2 What do you know about our company?
- 3 Are you good at working in a team?
- 4 What are your strengths and weaknesses?
- 5 Do you have any management experience?
- 6 Why do you want to leave your present job?
- 7 Are you prepared to work long hours?
- 8 What would you like to do in five years' time?
- 9 Why should we hire you?
- 10 When can you start?

#### **EXTRA ACTIVITY**

Students consider what, apart from the words spoken, is important in an interview situation, before sharing ideas as a class. During feedback, elicit and discuss any cultural differences regarding dress or body language.

#### **Suggested answers**

*eye contact, facial expressions, posture, gestures, clothing, etc.*

#### **Exercise 9, page 21**

Students work in pairs, taking turns to read each other's covering letters, noting questions to ask, and then interview each other for the job. Focus on how to begin the interviews before they start the activity.

#### **Homework suggestions**

- Ask students to find an advert for a job they are interested in (alternatively provide them with one) and to write a covering letter for it (150–200 words). Remind them to use words and phrases from the lesson.

# CASE STUDY

## CHOOSE THE RIGHT PERSON FOR THE JOB

### CASE STUDY MENU

Refer students to the lesson's aims and objectives before focusing their attention on the photos and eliciting what they show.

### Assistant Cruise Director

#### Exercise 1, page 22

Ask students to work in pairs and to read the advert, listing the experience and personal qualities needed for the job. Round up by discussing answers as a class. Check vocabulary, e.g. *motivated*, *(dis)embarkation*, *interact*.

Experience: Experience working with large groups of people and public speaking skills. Minimum two years' experience in public relations, entertainment, recreation or guest services.  
Personal qualities: Motivated; strong organizational skills; ability to interact with people of all ages.

### Candidate profiles

#### Exercise 2, page 23

Focus students' attention on the candidate profiles and explain that these people have both applied for the job advertised. Allow time for students to read the information before discussing as a class whether they are strong candidates or not, and why.

- 1 Shore Excursion Manager
- 2 outgoing, hard-working and flexible
- 3 customer service skills training at hotel
- 4 worked on the front desk at a hotel, receptionist on a cruise ship for two years, current job in Entertainment Department: promoting and selling excursions, giving presentations, supervising the shore excursion staff and accounts
- 5 singer, musician and DJ (seven years)
- 6 extrovert, friendly, enjoys entertaining people
- 7 no formal training after the age of 15, speaks English, Italian, Spanish and is studying French.
- 8 worked in a gift shop, sixteen years' experience as an entertainer, helps the cruise director to organize the entertainment program and hosts activities. Good language skills.

#### Exercise 3, page 23

Students now listen to a third candidate and complete her profile, checking answers with a partner before going through them with the class. Check on the meaning and pronunciation of potentially new vocabulary, e.g. *creative* and *supervise*.

- 1 energetic and enthusiastic, creative, calm and patient
- 2 degree in tourism
- 3 three years on cruise ships, organizes and supervises various activities for children and teens, helps with adult activities, e.g. hosting karaoke

#### Audio script Track 2.5, Exercise 3, page 120

I started working on cruise ships three years ago when I finished my degree in tourism. I only planned to do a six-month contract to get some work experience but I had so much fun I decided to stay. One thing that really surprised me was the variety of jobs available on-board and how many opportunities there are. I love being part of the entertainment staff. You have to work very long hours – sometimes twelve or fifteen hours a day but I'm a very energetic and enthusiastic person and I love working with people of all ages. In my present job, I work mainly with children and teenagers. I organize and supervise various activities for them. You have to be very creative and very calm and patient in this job. I also help with the entertainment and activities for adults. And last night, I hosted the karaoke. Now I'd like a job with more responsibility and career prospects.

#### Exercise 4, page 23

Students decide in pairs or small groups the most suitable of the three candidates for the job. Encourage them to note their reasons and round up by finding out which candidates were chosen and why. Depending on the answers given, you may wish to get the class to reach a consensus over which candidate to choose.

Students' own answers.

### TASK

#### Exercise 5, page 23

Refer students to the interview questions and allow students time to read them before listening. Students compare answers in pairs before going through the questions and answers as a class. If useful, refer to the audio script.

- 1 want this job
- 2 languages
- 3 speak
- 4 like
- 5 dislike
- 6 guest entertainment
- 7 offer you



**Audio script Track 2.6, Exercise 5, page 120****I = Interviewer, A = Angelica Davies****I** Tell me Angelica, why do you want this job?**A** Because it's a great opportunity to use the skills and experience I already have and to learn more.**I** What languages do you speak?**A** Well, just English. But I would like to learn another European language. I think it's useful, you know, for the job.**I** What do you like about working on a cruise ship? And what do you dislike?**A** What I like is you can have a lot of fun working as cruise staff. I don't like living in a small cabin but it's not a big problem.**I** What ideas do you have for guest entertainment?**A** Well, I think we should get local entertainers to come on-board at each port. You know, musicians and dancers who can do a special show, or invite a chef to do a presentation about local food and dishes. So passengers can learn more about the places they are visiting.**I** Yes, I see. Some nice ideas. OK, so why should we offer you this job?**A** That's a good question. I think I would be a great assistant cruise director. I'm outgoing, I'm a people-person, I have excellent communication and customer service skills, which are essential for the job. I'm good at talking to guests and promoting excursions and I'll be good at promoting the on-board entertainment as well. I'm not an entertainer myself. I can't sing or dance but I'm supervising staff in my present job, and I think that's more important in this role. But most of all, I enjoy making a cruise holiday fun for guests.**Exercise 6, page 23**

Put students into pairs and allot roles A and B. Allow time for students to read their information and help with vocabulary as it arises. With a weaker class, ask As and Bs to prepare together before returning to their original pair. Monitor the interviews, note good language use and other points to mention during feedback. Find out what additional questions were asked by the interviewees, noting them on the board if useful.

See Pairwork files.

**Exercise 7, page 23**

Put students into small groups to discuss each candidate and decide which should get the job. Round up by finding out which candidate was chosen by each group and why. Discuss how the interviews went and how they could be improved.

**POSSIBLE OUTCOME**

Angelica Davies is a strong candidate for the job. She has an outgoing personality and customer service skills as a receptionist in a hotel and on board cruise ships. She also has public speaking skills and manages staff as a shore excursion manager. Her weak points are that she doesn't speak any languages apart from English and she doesn't have any experience as an entertainer, which could be important as a host.

Bruno Rossi is also a strong candidate because of his extrovert personality, musical skills and experience in entertainment. He speaks several languages so can communicate with lots of guests. He also has relevant work experience hosting events and helping the cruise director to organize events. The main disadvantage is that he doesn't have any experience supervising other staff and probably needs some training.

Julie Quinn has less cruise ship experience than the other two candidates and works mainly with children, but she has a tourism degree and the right personality to make a great assistant cruise director in another year or two.

**EXTRA ACTIVITY**

Students work in pairs and take turns to say a job, while the other names three personal qualities needed for it. Round up by asking them about the key personal qualities needed for their job or the one they would like to get.

**UNIT 2: KEY WORDS**

Highlight the key words box and elicit example sentences for a selection of the words. Check on syllable stress, parts of speech and pronunciation of the key words as needed. Suggest students use the DVD-ROM Mini-dictionary for further self-study.

**Homework suggestions**

- Students write a candidate profile for themselves, using the modals presented in the lesson as examples (100–150 words).
- Students write sentences of their own using each of the key words given at the end of the lesson. Encourage them to use other language covered in the unit (15 sentences).