

Self-study

Mary Underwood &
Pauline Barr

Listeners

**CHOOSING A JOB
UNUSUAL OCCUPATIONS**

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Series B: Work

LISTENERS

Mary Underwood and Pauline Barr

**CHOOSING A JOB
UNUSUAL OCCUPATIONS**

Oxford University Press
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Drawings by Jacqueline Atkinson
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and Sue Packer

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CHOOSING A JOB

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What are 'Listeners'?

A series of listening programmes on cassette, designed to be used by students working on their own. Each cassette contains two programmes lasting 30 minutes each; and the book which goes with the cassette contains the notes and exercises for both programmes.

What's the aim of 'Listeners'?

'Listeners' give you the opportunity to hear, and learn to understand, 'the real thing' – English as native speakers use it when they talk to each other. To get the most out of the programmes, you should use the book and do the exercises at the same time as you listen. After that, listen to the programme again just for pleasure.




What's in the programmes?

Conversations, discussion, interviews and stories about the topic of the programme. These 'Extracts' are linked together in the programme by the presenter's commentary; another speaker gives you the instructions.

What's in the books?

Short introductions to the Extracts; Notes on the language used by the speakers; Exercises to help you understand them; the Transcript of the Extracts; and the Answers to the exercises where they are needed.

How do you use 'Listeners'?

-  1 The book will tell you when to listen to your tape. As you read through, you will come to the words 'Start your tape' and see a symbol in the margin; you must start your tape whenever you come to that symbol.
-  2 The tape will tell you when to read your book. As you listen, you will hear the words 'Stop your tape and read about Extract A' or 'Stop your tape and do Exercise A', and then you will hear three musical notes; you must stop your tape and read your book whenever you hear those notes.
-  3 If you have a counter on your cassette recorder, set it at 000 when you begin the programme. Then, whenever you see the symbol in the margin, write the counter number in the box before you press the button. This will help you to find the correct place if you want to rewind the tape and listen again.

- 4 *The Extracts.* These are the parts of the programme you must listen to most carefully. Don't worry if you don't understand everything you hear, but do rewind your tape and listen again if you haven't understood enough to do the exercises. You will hear people with all kinds of accents, some speaking slowly, others more quickly. Remember that, in order to benefit from the programmes and to enjoy them, you don't need to understand every word the speakers say.
- 5 *The Notes.* Many of the Extracts have notes on the language used by the speakers. Study these notes *before* you listen to the Extracts; they will help you to understand.
- 6 *The Exercises.* These are designed firstly to help you practise listening and to focus your attention on the Extracts, and also, in some cases, to help you find out how well you have understood. Some of the exercises should be done *before* you listen to the Extract, others *after* you listen, and others *while* you are listening; the book tells you when and how to do them. Also, some of the exercises are recorded on the tape; again, the book will tell you how to do them.
- 7 *The Transcript.* This is a printed version of the exact words of the speakers in each Extract. Try not to look at the Transcript until after you have listened to the Extract and done the exercises.
- 8 *The Answers.* The answers to some of the exercises are printed after the Transcript; the other exercises do not have a definite or 'correct' answer – they depend on your opinions or imagination. Don't look at the answers until you have done the exercises.

Remember these two rules:

Read until you see the symbol



Listen until you hear the notes



RESPONSIBLE
- that's a job with
the Post today!



FRIENDLY
- that's a job with
the Post today!



Take a look at
a Postman's
or
Postwoman's job...

Call at the
P.O. Employment Bureau
4, Great Portland St.
London W1N 5AA
or ring
01-636 0159

VARIED
- that's a job with
the Post today!



STEADY
- that's a job
the Post today!



 **Royal
Mail**



CHOOSING A JOB

Start your tape and listen.

Part I Childhood ambitions

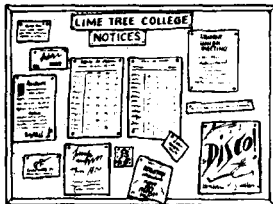
Extract A Felix's hopes are shattered.

Felix talks about his ambition to become a pilot and about what actually happened to him.

the medical i.e. the medical examination.

hopes shattered hopes suddenly gone, disappointed.

a notice-board



Start your tape and listen to Extract A.

Exercise A Answer each of these questions briefly. Listen to Extract A again if necessary.

- 1 What was Felix's original ambition?
- 2 Why was he unable to get the job he wanted?
- 3 Where did he see the teaching jobs advertised?
- 4 What teaching subject was he interested in?
- 5 How many teaching jobs did he apply for?
- 6 When did he receive the letter asking him to go for an interview?
- 7 When was he interviewed?

Extract B Moira's childhood ambitions.

Unlike most people, Moira actually achieved one of her childhood ambitions.

a vet i.e. a veterinary surgeon (a 'doctor' who treats animals).

vague notions around the edges not very clear ideas, not central ideas.

a stage-manager the person who organizes the stage for a theatrical production.

Exercise B When you were younger, you almost certainly had ideas about what job you would like in the future. List eight of these ideas. While you are listening to Moira, tick (✓) any on your list which she mentions and then add any which she mentions which are not on your list.



Start your tape and listen to Extract B.

Extract C Sue remembers her ballet dancing.

Sue explains what happened to her plans to be a ballet dancer and how she developed her interest in languages.

the ballet classes interfered with my studies Sue spent most of her time at ballet classes, not doing her homework.

I thought vaguely I considered, but not very clearly.

the staff tended to assume the teachers thought.

drifted into university went to university without really planning to.

Exercise C1 There are four incomplete statements from Extract C recorded on your tape. Stop your tape after each one and write down something which completes the statement sensibly. There are several possible answers, but you can hear what Sue actually says when you listen to Extract C. The first one is done for you.

1 'Originally, when I, well, when I was a small girl, like most small girls, I went to ballet

Possible answers: 'classes'
'lessons'



Start your tape for Exercise C1 and Extract C.

Exercise C2 Answer these questions. Listen to the Extract again if necessary.

- 1 For how long did Sue go to ballet classes?
- 2 Did she enjoy them?
- 3 Give two reasons why she stopped ballet dancing.
- 4 When did Sue become interested in languages?
- 5 When did she begin to specialize in languages?
- 6 What other career did Sue consider?

Part 2 People's plans



Start your tape and listen.

Extract D Nicola plans to become a nurse.

Nicola is twelve years old. She is quite sure about her plans for the future; she wants to be a nurse.

how you got around to deciding how you decided.

when Mum had Lisa i.e. when Nicola's mother had a baby, who is called Lisa.



Start your tape and listen to Extract D.

Exercise D Answer each of these questions briefly. Listen to the Extract again if necessary.

- 1 Has Nicola always wanted to be a nurse?
- 2 Who is Lisa?
- 3 When did Nicola decide that she wanted to nurse babies and children in particular?
- 4 How has she found out more information about nursing?

Extract E Andrew aims to be a pilot.

Andrew has just left school. He needs to get high grades for the exams he has just taken if he hopes to be a pilot. He realizes that he may have to accept another career.

the right 'A'-levels Andrew means the right grades in his 'A'-level (Advanced level) exams.

poor grades low marks.

the lowest offer is C, D, E 'A'-level exams can be passed at five levels: A to E. To get into university, a person usually needs two or three A-levels. Different universities ask for different minimum grades.

Exercise E While you are listening to Extract E, fill in the chart on the next page with as much information as Andrew gives you. When you have heard the Extract, fill in the rest of the chart, using your imagination.

| Andrew's plan | What to do | Grades needed |
|---------------|------------|---------------|
| 1st choice | | |
| 2nd choice | | |



Start your tape and listen to Extract E.

Extract F **Betty's summer job.**

Betty has just finished her first degree at university and plans to do a post-graduate secretarial course. She has just been offered a vacation job by the Employment Office but she isn't expecting to enjoy it.

microfilm camera a camera which takes very small pictures.

post-graduate course a course of study taken after getting a first degree.

Loughborough a town in central England.

to do secretarial i.e. to do a secretarial job.



Start your tape and listen to Extract F.

Exercise F There are four statements from Extract F recorded on your tape. Stop your tape after each one and choose a remark from the list below that you could say after it.

Sounds nice!

Oh dear!

Yes, I see.

What a pity!



Start your tape for Exercise F.

Extract G **Barry remembers his early plans.**

Barry, who now works in a circus, looks back at his childhood and the things he wanted to do.

that put me a little bit out that annoyed me a bit.

not a chance there was no hope for me.

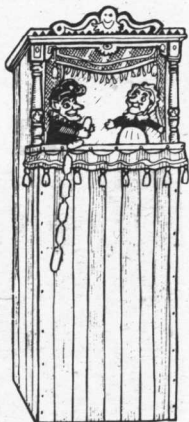
I would go in for I would begin to do.



a conjuror



a ventriloquist



Punch and Judy

accidentally knock the table round and show all the little pockets behind i.e. because he wasn't careful he would turn the table round and the audience would see how he did the tricks.

ended up in Edinburgh got to Edinburgh.

working the spotlights operating the theatre lights; a spotlight is used to light up one small area of the stage.

fire-eater See the photograph on p. 28.



Exercise G

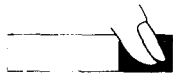
Start your tape and listen to Extract G.

Barry tried a lot of different jobs, all of them in show business. He always had a reason for giving up one job and trying another. Listen again and fill in this chart.

| Job | Reason for giving it up |
|-----|-------------------------|
| | |

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Part 3 Planned careers



Start your tape and listen.

Extract H How Andrew became a journalist.

Andrew describes how he managed to get a job on a newspaper when he left school.

pot luck pure chance.

I letter-blitzed I sent lots of letters.

one of them turned up i.e. I got a positive reply to one of them.

just the chap we're looking for exactly the kind of man we want.

the standard practice the normal way of doing things.

probation a trial period.

there's no commitment on either side no promises are made.

an apprenticeship a position where an employee agrees to work for a certain number of years in return for being taught the skills of the job.

Exercise H While you are listening to Extract H, make notes (of just a word or two each) so that afterwards you will be able to write an answer to each of the following questions.

- 1 What did Andrew enjoy doing when he was at school?
- 2 How did he try to find a job as a journalist when he left school?
- 3 One editor replied to Andrew's letter and asked him to attend for interview. Why?
- 4 Why was Andrew only given a job for six months at first?
- 5 Why was Andrew offered an apprenticeship on the newspaper?



Start your tape and listen to Extract H.

Extract I Maureen made the right choice.

Maureen, who comes from New Zealand, decided to become a hairdresser when she left school.

to hair-dress Mary means 'to be a hairdresser'.

they've cut it down now the length of the apprenticeship is shorter now.

purely and simply only.

when you're a junior when you are doing the simple jobs because you are still learning how to do things.

Start your tape and listen to Extract I.



Exercise I Write down four things that you know about Maureen and her work from listening to Extract I. If you can't remember four points, listen to the Extract again.

Extract J **How Michael became a supermarket manager.** Michael started working in a supermarket as a shelf-filler and then was accepted on a management training programme.

stocking shelves filling the shelves with things for sale.

you're assigned to a particular store you're sent to a store.

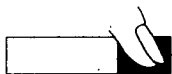
trainee assistant manager an assistant manager who is still being trained.

store manager the manager of one supermarket.

Start your tape and listen to Extract J.

Exercise J1 This is recorded on your tape. Write down the missing words and phrases.

'When I first joined the, I off just stocking shelves. And I did that for about and then I a training programme, which lasted for about And you come out of the and then you're assigned to as a trainee



Start your tape for Exercise J1.

Exercise J2 Michael has held four posts, including his present one, in his career with the supermarket. Write down the names of the posts.

Extract K How Ann chose to become a physiotherapist.

When Ann was at school, she thought that physiotherapy – the treatment of disease by exercise, massage, heat, etc. – would be interesting and so she found out more about it.

in a medical environment in a medical situation, in the medical profession.

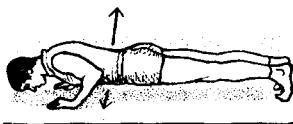
a gymnast a person who is good at doing physical exercises.

madly fit very healthy indeed.

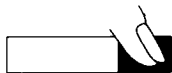
reasonably fit quite healthy.

a careers expedition here, a visit to a hospital to see the work, to help young people choose a career.

appealed (to me) attracted me.



press-ups



Start your tape and listen to Extract K.

Exercise K Mark these sentences 'T' for true or 'F' for false according to what Ann says. Listen to the Extract again if necessary.

- 1 Ann wanted to be a physiotherapist from early childhood.
- 2 She doesn't like medical environments.
- 3 She wanted a job where she would meet lots of people.
- 4 She is a superb gymnast.

- 5 She has never been in a hospital.
6 She knew nothing about physiotherapy before she started it.

Part 4 Unplanned careers



Start your tape and listen.

Extract L **How John became an architect.**

As a schoolboy, John didn't know what sort of career he wanted, but he was gradually persuaded to try architecture.

I drifted into it I went into it without really planning to.
particularly pointed in any other direction especially suited to any other career.



Start your tape and listen to Extract L.

Exercise L

There are four statements from Extract L recorded on your tape. Stop your tape after each one and choose a comment from the list below which you might make after each statement.

- And could you?
- Did you?
- As late as that?
- Is that so?
- Were you?

Extract M **Sue had little choice.**

You heard Sue in Part 1 talking about her childhood ambition to be a ballet dancer. Now she explains how, as a student, she received little help about possible jobs from the careers officer at her university.

he was hopeless he was no use.
facetious not serious.

mimicking imitating, copying someone.
messing around (colloquial) doing nothing special.
odd case unusual person; here, not like other students.
the Daily Telegraph a national daily newspaper.
small ads small advertisements, i.e. where jobs are advertised.
hard up short of money.
ironically strangely.
a higher degree a more advanced university qualification.
I was faced with this problem I had this problem.
out of desperation because there was no other possibility.
all that was going here, the only job available.
I drifted into teaching I went into teaching without really planning to.

Exercise M Each of the people and things in the following list played some part in Sue's life when she was trying to find a career. Listen for each one particularly carefully while you are playing Extract M. Then, when you have heard the whole Extract, write a sentence or two about each one explaining the part it played in her life.

- 1 a university careers officer
- 2 a radio programme
- 3 handbags
- 4 foreign customers
- 5 a higher degree
- 6 a job in a school



Start your tape and listen to Extract M.

Part 5 Lucky breaks



Start your tape and listen.

Extract N **Aasha's lucky break.**

Aasha, an adventurous teenager, was 'in the right place at the right time'. She explains how she came to be a trapeze artist in a circus.

games sports.
gymnastics physical exercises.