Get wise

Your future

Work and study
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UNIT 1

Adam’s story
Meeting Adam

Activity 1

Watch the introduction to Unit 1 of the DVD.

Activity 2

Look at the photo above. What do you think?

Who is in the photo?
Where are they?
How old is the man?
Which country does he come from?
What does he do?
What does the woman do?
What will they talk about?
Activity 3
Write each phrase from the box under the correct photo.

born in Sudan    in a refugee camp    studying English    escaping from Sudan
repairing a car    seeing the careers counsellor    flying to Australia

Example

Adam’s story

Adam was ________ born in Sudan ________

1. Adam is ____________________________ 2. Adam is ____________________________

3. Adam is ____________________________ 4. Adam is ____________________________

5. Adam is ____________________________ 6. Adam is ____________________________
Activity 4

Match each photo with the correct job.

Example

1. kitchenhand

2. careers counsellor

3. doctor

4. hairdresser

Activity 5

Match each job with the correct place.

Where can I learn to be a ...?

1. hairdresser at university
2. kitchenhand at TAFE
3. doctor at TAFE
4. plumber in job training
Unit 1  Adam’s story

Activity 6

Listen and read.

My name is Adam.
I’m a student.
I want to be an auto mechanic.

My name is Theresa. I’m a careers counsellor.
I want to help students find the best career pathway.

Activity 7

Read about Adam. Then write about Theresa and yourself.

Example

My name is Adam.
I’m a student.
I want to be an auto mechanic.

1. My ___________________________
   ___________________________
   ___________________________

2. My ___________________________
   ___________________________
   ___________________________
   ___________________________
Adam’s career pathway

Activity 8
Watch Unit 1 of the DVD.

Activity 9
Circle true or false.

Adam is a careers counsellor.
1. He wants to be an auto mechanic.
2. Theresa has an auto mechanic’s certificate on her wall.
3. Adam has studied to be an auto mechanic at school.
4. He wants to own his own garage.
5. A Certificate III Apprenticeship will take him eight years.
6. Adam will need more English before he studies at TAFE.
7. If you study more, you’ll be paid more in your job.
Activity 10
Write a word or phrase from the box in the correct sentence.

Example
Adam is a ________________
1. Theresa is a ________________
2. Adam’s ________________ taught him how to fix cars.
3. Adam can go to ________________ to study to be an auto mechanic.
4. To become a doctor, a student must go to ________________
5. People usually have to do a ________________ before they start a job.
6. A careers counsellor helps students find their ________________ to study and work.

Activity 11
Copy three sentences from Activity 10.

1. __________________________________________
   __________________________________________
   __________________________________________

2. __________________________________________
   __________________________________________
   __________________________________________

3. __________________________________________
   __________________________________________
   __________________________________________

Learning tip
Copying is a good way of remembering new words and spelling.
Activity 12
Write the numbers 2 to 10 under the pictures to tell Adam’s story in the correct order.

Example

1
Activity 13
Match each photo in Activity 12 with the correct sentence below.

☐ He studied in an AMEP youth class in Ashfield.
☐ He visited the AMEP careers counsellor, Theresa.
☐ Then she gave him some brochures to read.
☐ Adam was born in Sudan nineteen years ago.  Example
☐ Adam read the brochures and decided on an apprenticeship.
☐ He and his family fled from Sudan when he was fifteen.
☐ Then he lived in a refugee camp in Kenya for three years.
☐ She talked about different career pathways for Adam.
☐ Adam migrated to Australia last year.
☐ His uncle, a mechanic, taught him how to fix cars in Nyala.

Activity 14
Write the number of each sentence in Activity 13 under the correct heading.

<table>
<thead>
<tr>
<th>Adam in Africa</th>
<th>Adam in Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We use paragraphs to organise information. The first sentence of a paragraph usually tells you what the paragraph topic is.

**Activity 15**

Now write the sentences from Activity 13 in two paragraphs.

**Paragraph 1** (in Africa)

Adam was born

**Paragraph 2** (in Australia)

He migrated
Activity 16

Read.

When you write a sentence you can follow the pattern below. Time phrases can go at the beginning or the end.

person action place time phrase

Adam lived in a refugee camp in Kenya for three years.

time phrase person action place

Last year he migrated to Australia.

time phrase people action place

When he was 15, he and his family fled from Sudan.

Activity 17

Circle the time phrase in each sentence.

Example

Adam was born in Sudan 19 years ago.

1. Adam helped his uncle after school.

2. Adam left Sudan when he was 15.

3. Most afternoons Adam played soccer in the refugee camp.

4. Adam studies English in the AMEP youth class five days a week.

5. One afternoon he went to see Theresa, the careers counsellor.

6. After seeing Theresa, Adam read the brochures about TAFE courses.
Activity 18
Write the words in the correct order to make sentences.

Example

I came to Australia in 2005.

or

In 2005 I came to Australia.

1. country in left 1999 my

or


2. year to wants study TAFE at next he

or


3. Kenya lived he three for years in

or


Activity 19
Write some sentences about your life. Use time phrases.


TAFE, university and job training

Activity 20
Look at the chart. Colour the arrows to match the classroom chart.

Pathways to work in Australia

Learning tip
When you highlight information, it helps you remember it.
Activity 21

Look at the chart in Activity 20 and answer the questions.

1. What are four jobs people can do after studying at university?

Example

__________________________

__________________________

__________________________

__________________________

2. What are four jobs people can do after studying at TAFE?

Example

__________________________

__________________________

__________________________

__________________________

3. What are four jobs people can do after job training?

Example

__________________________

__________________________

__________________________

__________________________

Activity 22

Listen and highlight the names of jobs.

Short job training courses will help you get a job as a cleaner, a hotel worker or a factory worker. You can study at TAFE to be a hairdresser, a childcare worker or an auto mechanic. You have to study longer at TAFE. You can learn to be a doctor, a teacher or a lawyer at university. You have to study for four to six years at university.
Activity 23
Look at the chart in Activity 20 again.
Circle true or false.
This chart shows pathways to jobs in Australia.
1. Children go to secondary school before they go to primary school. True False
2. Students can go from middle school to university. True False
3. Some AMEP students do further English classes before they go to TAFE or university. True False
4. A cleaner often does a short training course before starting work. True False
5. To be an automotive mechanic, you go to TAFE. True False
6. A student usually studies at TAFE to be a teacher. True False

Activity 24
Watch the DVD for unit 1 again. Look at Adam’s last career pathway on the DVD. Write the words from the box on the pathway below.

AMEP  Garage  Further English classes

Adam’s career pathway

Certificate 1
TAFE Certificate 2 and job
TAFE Certificate 3 and job
TAFE Certificate 4 and job
Activity 25

Listen and read.

Syllables
One-syllable words
fix goal work job

Two-syllable words
garage study career pathway

Three-syllable words
mechanic apprentice studying

Activity 26

Listen and write each word from the box under the correct heading.

car training school brochure
helping appointment own use
employer formal counsellor assessment

One-syllable words Two-syllable words Three-syllable words

Example car


Activity 27

Practise your spelling.

<table>
<thead>
<tr>
<th>Read and say</th>
<th>Cover and write</th>
<th>Check and write again</th>
</tr>
</thead>
<tbody>
<tr>
<td>pathway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>career</td>
<td></td>
<td></td>
</tr>
<tr>
<td>course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What can you do?

Activity 28

Listen and write each word or phrase from the box under the correct photo.

<table>
<thead>
<tr>
<th>build things</th>
<th>use</th>
<th>drive</th>
<th>look after</th>
</tr>
</thead>
<tbody>
<tr>
<td>fix things</td>
<td>SMS</td>
<td>sew</td>
<td>fix cars</td>
</tr>
<tr>
<td>cut hair</td>
<td>draw</td>
<td>tell stories</td>
<td>cook</td>
</tr>
</tbody>
</table>

Example

She can ___draw____. 1. He can ____________  2. They can ____________

3. He can ____________  4. She can ____________  5. She can ____________

6. She can ____________  7. He can ____________  8. He can ____________

9. He can ____________  10. She can ____________  11. She can ____________

___________a computer. ____________children.
**Activity 29**

Ask some people the questions below and write their answers. Then write about yourself.

Can you ...?
Do you know how to ...?

<table>
<thead>
<tr>
<th>Name</th>
<th>Activity</th>
<th>Can you?</th>
<th>Do you know how to?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam</td>
<td>use a computer?</td>
<td>Yes, he can.</td>
<td>Yes, he can.</td>
</tr>
<tr>
<td></td>
<td>tell stories?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>fix cars?</td>
<td>No, he can't.</td>
<td>Yes, he can.</td>
</tr>
<tr>
<td></td>
<td>look after children?</td>
<td>No, he can't.</td>
<td>No, he can't.</td>
</tr>
<tr>
<td></td>
<td>drive?</td>
<td>Yes, he can.</td>
<td>Yes, he can.</td>
</tr>
<tr>
<td></td>
<td>cook?</td>
<td>No, he can't.</td>
<td>No, he can't.</td>
</tr>
</tbody>
</table>
**Activity 30**

Read the example and complete the sentences below. Read your sentences aloud.

**Example**

Adam __can__ fix cars.

Adam __knows how to__ fix cars.

Adam __'s good at__ fix __ing__ cars.

1. He can play basketball.
   
   He knows ________________________________

   He’s good at ________________________________

2. She can use a computer.
   
   She knows ________________________________

   She’s good ________________________________

3. (play soccer)
   
   ________________________________

   ________________________________

   ________________________________

4. (can cook healthy food)
   
   ________________________________

   ________________________________

   ________________________________

5. (save money)
   
   ________________________________

   ________________________________

   ________________________________

**Activity 31**

Listen to the sentences from Activity 30 and check your answers.
Activity 32
Read about Adam. Then complete the paragraphs below.

Example
Adam knows how to use the computer and how to fix a car. He’s also good at telling stories.

My friend knows how to __________________________

I know how to __________________________

Activity 33
Listen and complete the sentences.

Example
Apprenticeships usually take three to four years.

1. You learn on the job and sometimes away from the job at ________.
2. You study at Certificate level ________ or ________.
3. Apprenticeships are available for more than ________ jobs.
4. The New Apprenticeships phone number is __________
5. Tick the correct answer (✓). This information is about: □ the weather. □ sports. □ education. □ the news.
**Activity 34**

Look for each word from the box in the word puzzle and circle it. Some read down ↓ and some read across →. Then highlight the unused letters.

What does Adam do every day after school? To find out, copy the highlighted letters into the spaces below the puzzle to find out. Start from the top left corner and finish at the bottom right corner.

<table>
<thead>
<tr>
<th>AMEP</th>
<th>course</th>
<th>lawyer</th>
<th>school</th>
<th>time</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>doctor</td>
<td>mechanic</td>
<td>student</td>
<td>training</td>
</tr>
<tr>
<td>chart</td>
<td>engineer</td>
<td>nurse</td>
<td>study</td>
<td>university</td>
</tr>
<tr>
<td>cleaner</td>
<td>fix</td>
<td>officer</td>
<td>TAFE</td>
<td>worker</td>
</tr>
<tr>
<td>counsellor</td>
<td>job</td>
<td>police</td>
<td>teacher</td>
<td>you</td>
</tr>
</tbody>
</table>

---

What does Adam do every day after school?

__ __ __ __ __ __ __ __
After class

Activity 35
Talk to someone who has a job. If you like, write down their answers.

How did you get your job?

What training did you have?

How long have you been in your job?

How many hours a week do you work?

Are you full time, part time or casual?

What are some of your duties?

What do you like about your job?

What don’t you like about your job?

Learning tip

Duties are the activities you usually do in your job.
**Activity 36**

*Read the sentences below. Tick (√) the correct boxes for yourself.*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>A little</th>
</tr>
</thead>
<tbody>
<tr>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
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<td>![ ]</td>
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<td>![ ]</td>
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<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
</tbody>
</table>

I understand you have to study at TAFE before you can get some jobs.

I understand you have to study at university before you can get some jobs.

I understand you have to do job training courses before you can get some jobs.

I can understand the Pathways to Work in Australia chart.

I can write about things I can do.

I can talk about things I can do.

I know what an apprenticeship is.
UNIT 2

Bashir’s story
Meeting Bashir

Activity 37

Watch the introduction to Unit 2 of the DVD.

Activity 38

Look at the photo above. What do you think?

Who is in the photo?
Where are they?
How old is the man in front?
Where is he from?
What does he do?
What will they talk about?
Activity 39

Bashir made an appointment to see the careers counsellor. Listen and fill in the appointment card for him.

Your appointment
With ______________________
On ______________________
Date _______21/3/2007______
At _______pm______
Room ______________________

Activity 40

Bashir saw Theresa, the careers counsellor. Listen and read.

Theresa: What can I do for you, Bashir?
Bashir: I want to get a job. I need to bring my mum and brother to Australia.
Theresa: OK. So you want to work as soon as possible.
Bashir: That’s right.
Theresa: How many years did you go to school in your country?
Bashir: Just six years.
Theresa: Uh huh. And Bashir, what do you like doing?
Bashir: Well, I like cooking for my friends. I had to learn how to cook when I came to Australia.
Theresa: Oh, that’s great. But you need to study at TAFE to be a cook.
Bashir: Oh, really? But I need a job now. I don’t have time to study.
Theresa: Well, you can work as a kitchenhand, helping a cook.
Bashir: Yeah? That sounds good. What do I have to do?
Theresa: You can do a short course at TAFE, just six weeks and they can help you find a job. Here’s a brochure.
Bashir: Thanks, Theresa.
**Activity 41**

Listen and write the verbs from the box in the correct place.

- do
- have
- find
- came
- need
- work
- get
- like

Theresa: What can I do for you, Bashir?

Bashir: I want to ________ a job. I _________ to bring my mum and brother to Australia.

Theresa: OK. So you want to work as soon as possible.

Bashir: That’s right.

Theresa: How many years did you go to school in your country?

Bashir: Just six years.

Theresa: Uh huh. And Bashir what do you ________ doing?

Bashir: Well, I like cooking for my friends. I had to learn how to cook when I _________ to Australia.

Theresa: Oh, that’s great. But you need to study at TAFE to be a cook.

Bashir: Oh, really? But I need a job now. I don’t _________ time to study.

Theresa: Well, you can _________ as a kitchenhand, helping a cook.

Bashir: Yeah? That sounds good. What do I have to do?

Theresa: You can _________ a short course at TAFE, just six weeks and they can help you _________ a job. Here’s a brochure.

Bashir: Thanks, Theresa.

**Learning tip**

Bashir and Theresa use short words like:

- oh, that’s great
- oh, really
- OK
- yeah
- well
- uh huh

People use words like these to show that they are listening. You should listen for these words in conversations. Try to use them in your conversations to show you are listening.

**Activity 42**

Read the conversation aloud with a partner.
**Activity 43**
Read what Theresa and Bashir say. Then write words from the box next to the correct sentence.

- What can I do for you Bashir?
- I want to get a job.

<table>
<thead>
<tr>
<th>That’s right.</th>
<th>Yeah? That sounds good.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thanks, Theresa.</td>
<td>Oh, really?</td>
</tr>
</tbody>
</table>

**Example**
So you want to work as soon as possible?  
1. You need to study at TAFE.  
2. You can work as a kitchenhand.  
3. Here’s a brochure.

**Activity 44**
Read.

- And Bashir, what do you like doing?  
- Well, I like cooking for my friends.

**Learning tip**
People start a sentence with ‘well’ to show they have something to say. It really means ‘listen’

**Activity 45**
Highlight the word ‘well’ in Activity 40.
**Activity 46**

Watch Unit 2 of the DVD.

---

**Activity 47**

**Circle true or false.**

Bashir is a kitchenhand.

1. He needed more English to get a job.  
   - True  
   - False

2. He studied English for three months.  
   - True  
   - False

3. He did a job training course for six months.  
   - True  
   - False

4. Bashir thinks everyone needs to do job training.  
   - True  
   - False

5. He likes his job.  
   - True  
   - False

6. Bashir wants to study full time at TAFE.  
   - True  
   - False

7. Bashir learnt a lot of English at work.  
   - True  
   - False

---

**Example**

- True
- False
Activity 48
Write a word or phrase from the box in the correct sentence.

restaurant    forms    job training    shifts    TAFE    health and safety

Example
Bashir works in a restaurant

1. He needed to do a ____________________________ course for six weeks.
2. He learnt about ________________________________
3. He needed help to understand signs and ________________________________
4. To get more money he works late ____________________________ and weekends.
5. Maybe one day he will go to ________________________________

Activity 49
Now write the sentences from Activity 48 in a paragraph.

Bashir works in a ________________________________

______________________________

______________________________

______________________________

______________________________

Learning tip

Speed copying improves your writing and spelling. Get someone to time you for two minutes. Write the paragraph as many times as you can. Don’t stop until the time is up. Now check your copying. Each time you copy your spelling will improve.
Skills and interests

Activity 50

Listen and read about careers counsellors.

The careers counsellor may ask a lot of questions to find out about your interests.

1. Would you like to work in an office?
2. Would you like to work in hospitality or the service industry?
3. Would you like to help people?
4. Would you like to make things or fix things with your hands?
5. Would you like to work outside?

Activity 51

The numbers show how much Bashir likes these things. Write how much you like these things. 1 = a lot and 5 = not much.

Example

<table>
<thead>
<tr>
<th>Bashir</th>
<th>You</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 offices</td>
<td></td>
</tr>
<tr>
<td>1 service or hospitality jobs</td>
<td></td>
</tr>
<tr>
<td>2 helping people</td>
<td></td>
</tr>
<tr>
<td>3 fixing things with your hands</td>
<td></td>
</tr>
<tr>
<td>4 being outside</td>
<td></td>
</tr>
</tbody>
</table>

Learning tip

Cooks and hotel workers work in hospitality or the hospitality industry. Teachers, nurses, cleaners and sales assistants work in the service industry. Talk to your teacher about other jobs in the hospitality and service industries.
Activity 52

Write each job under the correct heading. Talk about which job goes with which type of work.

<table>
<thead>
<tr>
<th>Working outside</th>
<th>Making or fixing things</th>
<th>Helping people</th>
<th>Working in hospitality or service</th>
</tr>
</thead>
<tbody>
<tr>
<td>gardener</td>
<td>computer operator</td>
<td>teacher</td>
<td>postal worker</td>
</tr>
<tr>
<td>travel agent</td>
<td>interpreter</td>
<td>travel agent</td>
<td>postal worker</td>
</tr>
<tr>
<td>builder</td>
<td>artist</td>
<td>receptionist</td>
<td>room attendant</td>
</tr>
<tr>
<td>nurse</td>
<td>sales assistant</td>
<td>sales assistant</td>
<td>postal worker</td>
</tr>
<tr>
<td>sales assistant</td>
<td>receptionist</td>
<td>receptionist</td>
<td>room attendant</td>
</tr>
<tr>
<td>artist</td>
<td>interpreter</td>
<td>interpreter</td>
<td>postal worker</td>
</tr>
<tr>
<td>artist</td>
<td>sales assistant</td>
<td>receptionist</td>
<td>room attendant</td>
</tr>
<tr>
<td>artist</td>
<td>receptionist</td>
<td>receptionist</td>
<td>room attendant</td>
</tr>
<tr>
<td>artist</td>
<td>sales assistant</td>
<td>receptionist</td>
<td>room attendant</td>
</tr>
</tbody>
</table>
Ask some people the questions below and write their answers. Then answer the questions about yourself.

<table>
<thead>
<tr>
<th>Activity 53</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask people the questions below and write their answers. Then answer the questions about yourself.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Bashir</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Activity 54
Complete the diagram with your skills and interests.

Skills are things you are good at.
Interests are things you like to do.

- **Work outside**
  - eg weed the garden

- **Help people**
  - eg take your mum to Centrelink

- **Work in hospitality or service**
  - eg cook for other people

- **Make or fix things**
  - eg fix things at home

- **Work in an office**
  - eg use a computer

Learning tip

- **You**
### Activity 55

What skills and interests do these people have?

Listen and write the correct number under each photo.

<table>
<thead>
<tr>
<th>Example</th>
<th>1</th>
</tr>
</thead>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
Activity 56

Listen to these people talking about their jobs. Write the name of a job from the box in the correct sentence.

nurse  shop assistant  farm worker  taxi driver
cleaner  plumber  hairdresser

Example

I like working with people. In my job, I make men and women look good.

I’m a hairdresser

1. I like working with my hands. Sometimes my job is dirty and smelly. I fix problems in houses. I work with water and gas.

I’m a ____________________________

2. I like working outside. I work casually from 6 am to 6 pm. I work outside the city. I grow vegetables for the market.

I’m a ____________________________

3. I’m good at talking to people. Sometimes I work on Saturdays and Sundays and Friday nights. I sell things.

I’m a ____________________________

4. I like helping sick people. I work at different times of the day and night. I work in a hospital.

I’m a ____________________________

5. I work with my hands. I often work early in the morning. I clean office buildings.

I’m a ____________________________

6. I like talking to people. I work in a different place every day. I drive them to where they want to go.

I’m a ____________________________

Learning tip

It’s important to find out what you like and what you are good at. This can help you decide what kind of job could be good for you.
Activity 57

Look at the pictures of different jobs. Then match the skills below with the jobs.

- electrician
- hairdresser
- sales assistant
- nurse
- taxi driver
- teacher
- plumber
- cleaner
- beautician
- hotel worker
- auto mechanic
- farm worker

**Skills**

**Example**

I'm good at using my hands and using tools.  
I'm good at:

1. helping people.
2. looking after children.
3. driving.
4. talking to people.
5. working outside.
6. studying, reading and writing.
7. organising things.
8. growing plants.

**Jobs** (can be more than one)

plumber, beautician
Activity 58
Listen and read about Bashir’s skills and interests.

I like cooking. I can prepare food and I know how to keep a kitchen clean and tidy. I’m good at working in the kitchen. I’m also good at using the computer, so I help my friends.

Activity 59
Write Bashir’s skills and interests under the correct heading.

<table>
<thead>
<tr>
<th>Bashir’s skills</th>
<th>Bashir’s interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________________</td>
<td>___________________</td>
</tr>
<tr>
<td>_________________________</td>
<td>___________________</td>
</tr>
<tr>
<td>_________________________</td>
<td>___________________</td>
</tr>
<tr>
<td>_________________________</td>
<td>___________________</td>
</tr>
<tr>
<td>_________________________</td>
<td>___________________</td>
</tr>
</tbody>
</table>

Activity 60
Write about your skills and interests. Use phrases from the box to help you.

I can ...  I’m good at ...  I know how to ...  I like ...

My skills and interests

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________
Bashir’s career pathway

Activity 61
Look at the chart of Bashir’s career pathway.

Activity 62
Listen and read.

Bashir’s job training course
Bashir did a six-week job training course to help him get a job as a kitchenhand. He learnt how to clean and prepare food, and how to follow health and safety procedures. He also learnt how to keep the kitchen tidy and clean. When he finished his course he got a Certificate I in Hospitality. In the future maybe he can study more to learn how to be a chef.

Activity 63
Read each sentence about Bashir and complete the sentence.

Example
Bashir can clean and prepare food. He knows how to clean and prepare food.

1. Bashir can follow health and safety procedures. He knows how to ____________________________

2. Bashir can keep the kitchen tidy and clean. He knows ____________________________

3. Maybe Bashir can study more. He would like to learn how ____________________________
Activity 64
Write the words from the box in alphabetical order.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

health    kitchen    certificate    training
experience    procedure    prepare    safety

Example
1. certificate
2.
3.
4.
5.
6.
7.
8.

Activity 65
Practise your spelling.

<table>
<thead>
<tr>
<th>Read and say</th>
<th>Cover and write</th>
<th>Check and write again</th>
</tr>
</thead>
<tbody>
<tr>
<td>possible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>procedure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>enough</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learning tip
Buy an exercise book with 26 or more pages. Use this book for new words. Use one page for each letter of the alphabet. Write new words on the page with the same first letter.
Activity 66
Write each word from Activity 65 under the correct heading.

<table>
<thead>
<tr>
<th>Syllables</th>
<th>one syllable</th>
<th>two syllables</th>
<th>three syllables</th>
<th>four syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 67

Listen and read.

Syllable stress

In English, words with more than one syllable have some sounds that are longer and louder.

training

enough

Theresa

possible

Activity 68

Listen and write each word under the correct heading.

<table>
<thead>
<tr>
<th>safety</th>
<th>restaurant</th>
<th>counsellor</th>
<th>pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>appointment</td>
<td>advice</td>
<td>perhaps</td>
<td>important</td>
</tr>
</tbody>
</table>

Example

Safety
Activity 69

Look for each word from the box in the word puzzle and circle it. Some read down ↓ and some read across →. Then highlight the unused letters.

What does Bashir do every morning? To find out, copy the highlighted letters into the spaces below the puzzle to find out. Start from the top left corner and finish at the bottom right corner.

after  brochure  children  clean  food  get  keep  pathway  tidy
build  computer  hair  know  prepare  possible  use  work
can  draw  here  learn  sew  you
career  drive  job  look  tell

What does Bashir do every morning?

He _________________________________

after computer
After class

Activity 70
Talk to someone who has a job. If you like, write down their answers.

What are your interests?

What are your skills?

What is your job?

What training did you have for your job?

What was your career pathway?

About your learning

Activity 71
Read the sentences below. Tick (✓) the correct boxes for yourself.

I can fill in an appointment card. ☐ ☐ ☐
I understand how to use expressions that show I am listening. ☐ ☐ ☐
I can talk about my skills. ☐ ☐ ☐
I can write about my skills. ☐ ☐ ☐
I can talk about my interests. ☐ ☐ ☐
I can write about my interests. ☐ ☐ ☐
I know how to practise my spelling. ☐ ☐ ☐
I understand syllable stress. ☐ ☐ ☐
UNIT 3

Rachel’s story
Meeting Rachel

Activity 72

Watch the introduction to Unit 3 of the DVD.

Activity 73

Look at the photo above. What do you think?

Who is in the picture?
Where are they?
How old is the woman on the right?
What is her job?
What is the other person doing?
What will they talk about?
**Activity 74**

**Read about Rachel’s job and look at the chart of her career pathway.**

Rachel is an assistant Human Resources Manager in a large hotel. She helps employees to get the training that they need.

**Activity 75**

**Look at the chart in Activity 74 and answer the questions.**

1. How many steps are in Rachel’s pathway? __________________________
2. What did she get from TAFE? __________________________
3. What did she do after TAFE? __________________________
4. What step is she at now? __________________________

**Activity 76**

**Discuss the questions with your class.**

1. How many years do you think Rachel needed for her study?
2. What do you think Human Resources Managers do?

**Learning tip**

Human Resources Managers are often called HR managers.
Rachel’s career pathway

Activity 77
Watch Unit 3 of the DVD.

Activity 78
Circle true or false.

Example

Rachel works in a hotel.

1. She studied English before she came here. True False
2. She went straight to TAFE. True False
3. She studied part time at TAFE. True False
4. She got a Diploma in Human Resources Management. True False
5. She worked and studied part time at university. True False
6. Everything happens quickly in Australia. True False
7. Now she is the hotel manager. True False
Activity 79
Write a word or phrase from the box in the correct sentence.

<table>
<thead>
<tr>
<th>certificate</th>
<th>money</th>
<th>English</th>
<th>interested</th>
<th>diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMEP</td>
<td>TAFE</td>
<td>Human Resources Manager</td>
<td>graduated</td>
<td></td>
</tr>
</tbody>
</table>

Example
Rachel studied ______________ English ______________ before she came to Australia.

1. When she arrived in Australia, she did an ______________ course.
2. After that, she went to ______________ to study Small Business Management.
3. But she got ______________ in Human Resources Management.
4. She completed a ______________ and a ______________ at TAFE.
5. Then she went to university. But she needed ______________.
6. So she studied and worked part time and ______________ at the end of last year.
7. Now she works as an assistant ______________.

Activity 80
Now write the sentences from Activity 8 in three paragraphs.

Paragraph 1 (in Africa)  Rachel studied

Paragraph 2 (study)  When she arrived in

Paragraph 3 (job)
Duties

Activity 81
Look at this list of duties. Talk to other students and find someone who has these duties.

<table>
<thead>
<tr>
<th>Name</th>
<th>Duty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>helps new employees with on-the-job training.</td>
</tr>
<tr>
<td>Rachel</td>
<td>makes his or her own lunch for school.</td>
</tr>
<tr>
<td></td>
<td>changes the light bulbs at home.</td>
</tr>
<tr>
<td></td>
<td>helps his or her brothers and sisters with their homework.</td>
</tr>
<tr>
<td></td>
<td>takes his or her mother to the doctor.</td>
</tr>
<tr>
<td></td>
<td>weeds the garden.</td>
</tr>
<tr>
<td></td>
<td>cleans out the fridge at home.</td>
</tr>
<tr>
<td></td>
<td>does the supermarket shopping.</td>
</tr>
<tr>
<td></td>
<td>checks the smoke alarms.</td>
</tr>
<tr>
<td></td>
<td>pays the rent or phone bills.</td>
</tr>
</tbody>
</table>

Activity 82
Think about the duties you have in your life. Write two of them here and then talk to your class about them.

Example
I take my sister to school every morning.

1. _____________________________________________________________

2. _____________________________________________________________

Learning tip
Duties are the things you have to do. You have duties at home as well as at work.
Activity 83
Listen to these work verbs and nouns.

**Some work verbs**

- use
- make
- prepare
- clean
- organise
- build
- cut
- repair
- communicate
- drive
- operate
- sell

**Some work nouns**

- machine
- computer
- forklift
- tools
- cash register
- people
- files
- cloth
- truck
- wood
- buildings
- meals
Activity 84
Different jobs have different responsibilities. Complete each sentence with the correct work noun from Activity 83.

Example
Some people use __________________ computers, machines, cash registers and tools.

1. Some people make ____________________________
2. Some people prepare __________________________
3. Some people clean ____________________________
4. Some people sell _____________________________
5. Some people build ____________________________
6. Some people repair __________________________
7. Some people communicate with __________________
8. Some people drive __________________________
9. Some people operate __________________________

Activity 85
Think about someone you know. Write down some duties that he or she has at work and at home. Talk to your class about them.

<table>
<thead>
<tr>
<th>Duties at work</th>
<th>Duties at home</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 86
Underline the simple present tense verbs in Activity 84.

Example
Some people ___________ computers, machines, cash registers and tools.

Learning tip
We use simple present tense to talk about facts and general information.
## Activity 87

Discuss the duties of the jobs below with your class and teacher. Then write the duties for each job.

<table>
<thead>
<tr>
<th>Duties</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctors</td>
<td>help sick people.</td>
</tr>
<tr>
<td>They also</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Taxi drivers</td>
<td>drive taxis.</td>
</tr>
<tr>
<td>They also</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleaners</td>
<td>clean offices, houses or factories.</td>
</tr>
<tr>
<td>They also</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Auto mechanics</td>
<td>repair cars.</td>
</tr>
<tr>
<td>They also</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Hairdressers</td>
<td>cut hair.</td>
</tr>
<tr>
<td>They also</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales assistants</td>
<td>sell things.</td>
</tr>
<tr>
<td>They also</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Different kinds of training

**Activity 88**

Look at the Pathways to Work in Australia chart on page 13. Match each job from the box with the correct kind of training.

- cleaner
- taxi driver
- hairdresser
- nurse
- office worker
- auto mechanic
- sales assistant
- doctor

<table>
<thead>
<tr>
<th>Job training course</th>
<th>University degree</th>
<th>TAFE certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example cleaner</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity 89**

Complete the sentences about the training you need for different jobs. Use the answers from Activity 88.

**Example**

To be a cleaner, you need to do a **short job training course**

1. To be a doctor, you need to do a ________________________________

2. To be a hairdresser, ________________________________

3. To be a sales assistant, ________________________________

4. To be a taxi driver, ________________________________

5. To be an auto mechanic, ________________________________
Activity 90

Listen and read about Ivana and Mahmud. Then answer the questions about them.

Ivana

Ivana wants to be a doctor. She likes helping people. She likes studying science and working with her hands. To be a doctor she needs to study very hard and get high marks in her exams. She needs to communicate very well. She needs to go to university for six years to get a degree.

Mahmud

Mahmud wants to be a ward assistant. He likes helping people and he likes working with his hands. To be a ward assistant he needs to do a part-time traineeship for one year. He can work four days in a hospital and study one day a week at TAFE. He will get a certificate from TAFE.

Example

What does Ivana want to be?  

1. What does she like doing?  

2. Where does she need to study?  

3. What qualification will she get?  

4. What does Mahmud want to be?  

5. What does he like doing?  

6. Where does he need to study?  

7. What qualification will he get?
Activity 91

Listen and read. Then write a word from the box in the correct place in the paragraphs below.

<table>
<thead>
<tr>
<th>write</th>
<th>university</th>
<th>get</th>
<th>make</th>
<th>clean</th>
<th>go</th>
</tr>
</thead>
<tbody>
<tr>
<td>help</td>
<td>communicate</td>
<td>study</td>
<td>take</td>
<td>work</td>
<td>get</td>
</tr>
</tbody>
</table>

**Doctors**

Doctors work in hospitals. They ______ help sick people and ____________ prescriptions. They need to ____________ with patients and ____________ hard. They need to study at ________________ to ________________ a degree.

**Ward assistants**

Ward assistants ________ in hospitals. They ____________ floors and rooms. They ____________ beds and they ____________ patients from one place to another. They need to ____________ health and safety. They need to ____________ to TAFE to get a certificate.

Activity 92

Listen and circle the correct words about the job.

**Example**

Teachers work in schools/hospitals

They prepare/make lessons for their students/classes and teach.

They need to communicate/talk with people and like/enjoy young people.

They need to go to TAFE/university to get a certificate/degree.

**Learning tip**

When we write about jobs we often use plurals because we are writing about all people who do the same job.
Activity 93
Now write about a job you know.
_________________________ (job name) work in __________________________ (place).
They ____________________________
and ____________________________
They need to ____________________________
They need to go to ___________________________ to get a ____________________________

Activity 94
Practise your spelling.

<table>
<thead>
<tr>
<th>Read and say</th>
<th>Cover and write</th>
<th>Check and write again</th>
</tr>
</thead>
<tbody>
<tr>
<td>qualification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>university</td>
<td></td>
<td></td>
</tr>
<tr>
<td>apprenticeship</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learning tip
Work with a partner to practise your spelling. One person can say the words and the other can write. Say each word slowly. Count the syllables as you write each word.
Activity 95
Listen and mark the syllable stress.

Example
qualification

● ● ● ● ●
1. degree 2. diploma
3. training 4. university
5. certificate 6. apprenticeship

Activity 96
Write the verbs from the box in alphabetical order.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

clean advise drive organise
build operate prepare communicate

Example
1. ________________ advise 5. _____________________
2. ___________________ 6. ___________________
3. ____________________ 7. __________________
4. _____________________ 8. ___________________
Activity 97

Look for each word from the box in the word puzzle and circle it. Some read down ↓ and some read across →. Then highlight the unused letters.

What does Rachel do on the weekend? To find out, copy the highlighted letters into the spaces below the puzzle to find out. Start from the top left corner and finish at the bottom right corner.

<table>
<thead>
<tr>
<th>able</th>
<th>drive</th>
<th>nurse</th>
<th>sick</th>
<th>understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>business</td>
<td>duty</td>
<td>operate</td>
<td>skill</td>
<td>university</td>
</tr>
<tr>
<td>communicate</td>
<td>health</td>
<td>read</td>
<td>straight</td>
<td></td>
</tr>
<tr>
<td>degree</td>
<td>help</td>
<td>safety</td>
<td>study</td>
<td></td>
</tr>
<tr>
<td>diploma</td>
<td>need</td>
<td>sells</td>
<td>traineeship</td>
<td></td>
</tr>
</tbody>
</table>

What does Rachel do on the weekend?
She

She ___________________________
Activity 98

Read.

Rachel works in a large hotel. Bashir works in a restaurant, so they both work in the hospitality and tourism industry.

Adam wants to work in the automotive industry.

Activity 99

Write each job from the box under the correct heading.

<table>
<thead>
<tr>
<th>Hospitality and tourism jobs</th>
<th>Automotive jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>taxi driver</td>
<td></td>
</tr>
<tr>
<td>waiter</td>
<td></td>
</tr>
<tr>
<td>porter</td>
<td>panel beater</td>
</tr>
<tr>
<td>bicycle mechanic</td>
<td>auto mechanic</td>
</tr>
<tr>
<td>tour guide</td>
<td></td>
</tr>
<tr>
<td>spray painter</td>
<td></td>
</tr>
<tr>
<td>windscreen fitter</td>
<td>room attendant</td>
</tr>
<tr>
<td>baker</td>
<td></td>
</tr>
<tr>
<td>panel beater</td>
<td></td>
</tr>
<tr>
<td>windscreen fitter</td>
<td></td>
</tr>
<tr>
<td>room attendant</td>
<td></td>
</tr>
<tr>
<td>auto mechanic</td>
<td></td>
</tr>
<tr>
<td>spare parts salesperson</td>
<td></td>
</tr>
</tbody>
</table>

About your learning

Activity 100

Read the sentences below. Tick (✓) the correct boxes for yourself.

I can talk about the responsibilities I have in my life. [ ] [ ] [ ]

I can talk about the duties of different jobs. [ ] [ ] [ ]

I understand that different kinds of jobs need different kinds of training. [ ] [ ] [ ]

I know how to practise my spelling. [ ] [ ] [ ]

I understand syllable stress. [ ] [ ] [ ]

I can write a paragraph about a job I would like. [ ] [ ] [ ]
Meeting Asha

Activity 101
Watch the introduction to Unit 4 of the DVD.

Activity 102
Look at the photo above. What do you think?

Who is in the picture?
Where are they?
Which country does woman on the right come from?
Where is she going?
Who is the little girl?
Who is with the little girl?
Activity 103
Read the form and answer the questions.

Name  Asha Flomo
Class:  3B  Teacher:  Julie
Likes/interests
I like helping sick people.
I like communicating with people.
Work experience
I helped in the hospital in the refugee camp.
Career goal
I would like to be a nurse.

1. What does Asha like doing?  

2. What would she like to do?  

Learning tip
Asha’s work experience was as a volunteer. This means she helped in the hospital but she didn’t get paid.
Activity 104
Write each phrase from the box under the correct photo.

- born in Liberia
- helped the Red Cross in the camp
- became a widow
- studied English
- saw the careers counsellor
- flew to Australia

Example

Asha’s story

Asha was born in Liberia.

1. Asha __________________________
2. Asha __________________________
3. Asha __________________________
4. Asha __________________________
5. Asha __________________________
6. Asha __________________________
Asha’s career pathway

Activity 105

Watch Unit 4 of the DVD.

Activity 106

Circle true or false.

Asha is an aged care worker.

1. She studied English before she came here.
2. She studied in the AMEP for 18 months.
3. The AMEP careers counsellor gave her good advice.
4. Asha did a traineeship.
5. She studied full time.
7. It took her six months to finish.

Example

True  False
True  False
True  False
True  False
True  False
True  False
True  False
Activity 107

Write each word or phrase from the box in the correct sentences.

| volunteer | certificate | part time |
| Further Study | aged care worker | traineeship |
| TAFE | AMEP | no |

Example

Asha did ______ volunteer ______ work in the refugee camp.

1. When she came to Australia she had _______________________ English.
2. First Asha studied in the ________________________________
3. Then Asha needed to study English for _________________________
4. After that she went to _________________________________
5. She did a ____________________________ and studied and worked __________________________
6. After one year she got a _________________________________
7. Now she is an _______________________________________

Activity 108

Now write the sentences from Activity 107 in three paragraphs.

Paragraph 1 (in Africa)  
Asha did volunteer work

Paragraph 2 (study)

Paragraph 3 (job)
Activity 109
Look at Asha’s career pathway.

- **AMEP**
- **Traineeship – Certificate III**
- **Further English classes**
- **Diploma of Nursing**
- **Job – aged care worker**
- **Job – Registered nurse**

Activity 110
Write the numbers from 1 to 7 to put the sentences in order.

1. She went to TAFE to do a traineeship.
2. Now she has a good job as an aged care worker.
3. **Example** Asha studied English in the AMEP.
4. She needed to do more English classes.
5. Maybe she will do some more study in the future.
6. At the same time, she studied and worked part time for one year.
7. Her goal is to be a Division 2 Registered Nurse.
Career goals

Activity 111

Listen to the three stories. Write each goal from the box under the correct person.

| fitness instructor | outdoor council worker | kindergarten teacher |

Name: Tabitha
Goal: __________________________
___________________________

Name: Amina
Goal: __________________________
___________________________

Name: Daniel
Goal: __________________________
___________________________

Activity 112

Listen and complete the sentences.

1. Tabitha likes helping her mum with her __________________________
   and __________________________

2. Amina likes __________________________ and __________________________

3. Daniel likes __________________________ soccer and being __________________________

Activity 113

Listen again to Daniel’s story from Activity 111. Then complete this form for him.

Name: Daniel  Class: 2C  Teacher: Mike
Likes/interests

Work experience
Volunteer in a plant nursery

Career goal
I would like to be an __________________________
### Activity 114

This table is about qualifications for different careers. Circle the two goals that take the longest time. Underline the two goals that take the shortest time.

<table>
<thead>
<tr>
<th>Name</th>
<th>Goal</th>
<th>Qualification</th>
<th>About how long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amina</td>
<td>fitness trainer</td>
<td>Certificate from TAFE</td>
<td>1 year</td>
</tr>
<tr>
<td>Daniel</td>
<td>outdoor council worker</td>
<td>Short course from job training provider</td>
<td>6 – 8 weeks</td>
</tr>
<tr>
<td>Tabitha</td>
<td>kindergarten teacher</td>
<td>Degree from university</td>
<td>4 years</td>
</tr>
<tr>
<td>Adam</td>
<td>auto mechanic</td>
<td>Certificate from TAFE and on-the-job training</td>
<td>3 – 4 years</td>
</tr>
<tr>
<td>Bashir</td>
<td>kitchenhand</td>
<td>Short course from job training provider</td>
<td>6 – 8 weeks</td>
</tr>
<tr>
<td>Rachel</td>
<td>assistant Human Resources manager</td>
<td>Certificate from TAFE and degree from university</td>
<td>4 years</td>
</tr>
<tr>
<td>Asha</td>
<td>aged care worker</td>
<td>Certificate from TAFE and on-the-job training</td>
<td>1 year</td>
</tr>
</tbody>
</table>

Ask your teacher, librarian or careers counsellor to lend you a Job Guide. A new Job Guide is printed every year. Look through the alphabetical lists. This will give you an idea of the many different types of jobs.
**Activity 115**

Ask five students in your class about their career goals and what qualifications they would need to get. Write their answers.

<table>
<thead>
<tr>
<th>Name</th>
<th>Career goal</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tabitha</td>
<td>kindergarten teacher</td>
<td>degree from university</td>
</tr>
</tbody>
</table>

**Activity 116**

Read the example about Tabitha. Then write about two students in your class and yourself.

*Example*

Tabitha would like to be a kindergarten teacher. She needs to go to university to get a degree.

1. __________________________ would like to be a __________________________.
   He/She needs to go to __________________________ to get a __________________________.

2. __________________________ would like to be a __________________________.
   He/She needs to go to __________________________ to get a __________________________.

3. I would __________________________.
   I need __________________________ to __________________________.
Activity 117
Complete this form about yourself.

Name: ____________________________
Class: _______ Teacher: ________________
Likes/interests
________________________________________________________________________
________________________________________________________________________
Work experience
________________________________________________________________________
________________________________________________________________________
Career goal
________________________________________________________________________
________________________________________________________________________

Activity 118
Listen and read.

Vowel and consonant sounds

There are 44 sounds in English. There are 24 consonant sounds and 20 vowel sounds.

Look has two consonant sounds /l/ and /k/ and one vowel sound /u/ (oo).

Teacher has two consonant sounds /t/ and /t∫/ and two vowel sounds /i/ (ea) and /ə/ (er).

Degree has three consonant sounds /d/ /g/ /r/ and two vowel sounds /ə/ (e) and /i/ (ee).

Activity 119
Listen and underline the vowel sound in each word.

see do at me how
each say goal work would
Activity 120

Now listen and underline the vowel sounds in these words.

pathway career family trainee consonant
teacher instructor counsellor study

Activity 121

Listen and underline the consonant sounds in these words.

we so day at they know here

Activity 122

Listen. Then repeat the sentences.

Linking words

When a vowel sound follows a consonant sound we join the consonant sound to the vowel sound.

1. My name’s Amina.
2. I come from a big family.
3. I would like to become an electrician.
4. I worked as a volunteer.

Activity 123

Now practise the sentences from Activity 122 with a partner.

Activity 124

Listen to these sentences. Mark the links.

1. Asha studied and worked part time.
2. She got a certificate from TAFE.
3. She has a good job.
4. She works as an aged care worker.
5. She works in a hospital.
A TAFE Form

Activity 125
Read Asha’s form. Then answer the questions.

STUDENT DETAILS
Is this your first TAFE course? Yes ☑ No ☐
Surname Hasan First name Asha
Address 1/431 Smith St
Suburb Footscray Postcode 3011
Phone (home) 8742 0431 (work) 8366 9999 (mobile) 0410 888 444
Email address
Date of birth 1/1/79 Female ☑ Male ☐
Course title Certificate III in Aged Care
Fee $250.00

PAYMENT DETAILS
Cash ☑ Cheque ☐ Visa ☐ Eftpos ☐
Credit card no.
Expiry date /
Student signature Asha Hasan

Example
What is Asha’s surname? Hasan
1. Where does she live? 1/431 Smith St
2. What is her date of birth? 1/1/79
3. What course did she do? Certificate III in Aged Care
4. How much did it cost? $250.00
5. How did Asha pay? By

Example
What is Asha’s surname? Hasan
1. Where does she live? 1/431 Smith St
2. What is her date of birth? 1/1/79
3. What course did she do? Certificate III in Aged Care
4. How much did it cost? $250.00
5. How did Asha pay? By
Activity 126
Read about Adam. Then fill in the form for him.

Adam Deng wants to study at TAFE. This is his first course at TAFE. He lives at 16/44 Amie St, Campsie 2194. He doesn’t have a home phone number but he has a mobile phone. The number is 0418 687 700. He doesn’t have a job. He was born on 1st June 1987. He wants to do Certificate I in Auto Mechanics. It costs $177.00. He will pay by Eftpos.

**STUDENT DETAILS**

Is this your first TAFE course?   Yes □   No □
Surname ______________________ First name ______________________
Address ______________________
Suburb ______________________ Postcode _________
Phone (home) ________ (work) ________ (mobile) __________
Email address ______________________
Date of birth ___________ Female □   Male □
Course title ______________________
Fee __________

**PAYMENT DETAILS**

Cash □   Cheque □   Visa □   Eftpos □
Credit card no. □ □ □ □ □ □ □ □ □ □ □ □
Expiry date _______ / _______
Student signature _______ Adam Deng _______
Activity 127

Listen and complete the sentences.

Example

A traineeship is a way to work and ______ study ______ at the same time.

1. A traineeship is usually at Certificate ______ or Certificate ______ level.
2. Traineeships can last from ______ months to ______ years’ part time.
3. Traineeships prepare people for almost ______ jobs including banking, office and ______ work.
4. If you want more information about ______ talk to your careers counsellor.

Activity 128

Listen again and answer the questions.

1. At what level are most traineeships?
   __________________________

2. How long are most traineeships?
   __________________________

3. How many different jobs can you do a traineeship for?
   __________________________

4. Tick (✓) the correct answer. This information is about:
   □ shopping.
   □ traineeships.
   □ people.
Activity 129
Look at the charts of Bashir’s and Asha’s career pathways.

<table>
<thead>
<tr>
<th>Activity 130</th>
<th>Fill in the chart for your career pathway. Ask your teacher or the careers counsellor to help you.</th>
</tr>
</thead>
</table>

---

[Chart for Bashir’s career pathway]

- A secure job
- More study
- Job – kitchenhand
- Job training course
- AMEP

[Chart for Asha’s career pathway]

- Job – Registered nurse
- Diploma of Nursing
- Job – aged care worker
- Traineeship – Certificate III
- English for Further Study
- AMEP

[Chart for your career pathway]

- You
- AMEP
Activity 131

Look for each word from the box in the word puzzle and circle it. Some read down ↓ and some read across →. Then highlight the unused letters.

What would Asha like to do one day? To find out, copy the highlighted letters into the spaces below the puzzle to find out. Start from the top left corner and finish at the bottom right corner.

What would Asha like to be one day?

She would like to be a                       .
**After class**

**Activity 132**

**Fill in the form with your details.**

<table>
<thead>
<tr>
<th><strong>STUDENT DETAILS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this your first TAFE course?  Yes ☐ No ☐</td>
</tr>
<tr>
<td>Surname ______________________   First name ______________________</td>
</tr>
<tr>
<td>Address ______________________</td>
</tr>
<tr>
<td>Suburb ______________________   Postcode ________</td>
</tr>
<tr>
<td>Phone (home) __________ (work) __________ (mobile) __________</td>
</tr>
<tr>
<td>Email address ______________________</td>
</tr>
<tr>
<td>Date of birth __________   Female ☐ Male ☐</td>
</tr>
<tr>
<td>Course title ______________________</td>
</tr>
</tbody>
</table>

**About your learning**

**Activity 133**

**Read the sentences below. Tick (√) the correct boxes for yourself.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>A little</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can talk about my career goals.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I can write about my career goals.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I understand vowel and consonant sounds.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I understand linking between words.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I can fill in a chart for my career pathway.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I know what a traineeship is.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I can fill in a TAFE form.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Unit 1  Adam’s story

Part 1
Theresa: Are you Adam?
Adam: Hi, I’m Adam. I’m here to see the educational counsellor.

Adam: Hi, I’m Adam. I’m here to see the educational counsellor.

Part 2
Theresa: I understand you’re interested in work?
Adam: Yes, I’m an auto mechanic. I want to own my own garage.
Theresa: Uh huh. So you can fix cars?
Adam: Yes, my uncle can fix cars. He showed me. I help him.
Theresa: And have you done formal training as a mechanic?
Adam: No, no school. Just my uncle.
Theresa: Well, that’s training too. But to work as a mechanic in Australia, you’ll at least have to do some study.
Theresa: Let’s write this down.
Your teacher’s Judy.
Adam: Yes.
Theresa: OK. That’s your goal.
Adam: No, that’s my garage!
Theresa: Yes, your garage is your goal. It’s what you want in the future. And what do you need to get your garage?
Adam: Money … so, I’ll have to get a job I guess.
I’ll get a job as an auto mechanic.
Theresa: OK. So you can do an auto mechanics course at TAFE.
Adam: No … no course. I can fix cars now.
Theresa: I know, Adam. And you may not have to do as much study as people who are just starting. But you’ll have to do at least some study. Look.
This is education in Australia. Here is school and the AMEP.
When a young person like you leaves school or the AMEP or additional English classes, they go to TAFE or to university or do job training.
Now they go to university to be a doctor or a teacher. And they study for four or five or six years sometimes.
Adam: Oh, too much.
Theresa: Or some people get a job straight from school. But even with these jobs, the worker usually needs to do a short job training course to get ready.
Adam: Really?
Theresa: Yes. And to be an auto mechanic, you go to TAFE. You study for three or six or twelve months or three years. And you get a certificate.
Adam: So how do I know which course is good for me?
Theresa: Well, let’s look at your options.
Adam: But what if I know all this already?
Theresa: Well, there are still basic subjects that all mechanics have to do, for example, Occupational Health and Safety. That’s so you will be safe in the workplace. Certificate I covers these basic subjects. And you can apply to work in a garage after that.
Adam: How long does that take?
Theresa: About three months. But if you’re serious about being a mechanic, you should look at doing the Certificate III Apprenticeship. Which includes Certificates I and II.
Adam: How long?
Theresa: Three years part time while you work.
Adam: But with apprenticeship, you don’t get paid much.
Theresa: Well, that’s because you’re learning on the job as well as studying at TAFE but at the end you’ll get a well paid job.
Adam: Does that mean I can have more money to buy my own garage?
Theresa: Yes. Adam, there’s a much better chance that you’ll earn more money after completing your studies. Or you can do it step by step if you like, without an apprenticeship. First Certificate I, then Certificate II and then later finish Certificate III. The subjects you do in Certificates I and II count towards Certificate III.
You might even consider Certificate IV to help you prepare to own your own garage. But entry level into these courses starts at a higher level of English than you have now. So you have to continue your study in the AMEP and perhaps do a Further English class.
Adam: This seems like a lot of study.
Theresa: I know. But it’s going to benefit you. Look.
There’s an English for Automotive class to help you prepare for the language used in the Automotive Certificate course.

Adam: Theresa? I know a lot about auto mechanics. You said before that maybe I don’t need to study as much.

Theresa: Yes, we have something called RPL.

Adam: RPL?

Theresa: This means Recognition of Prior Learning. Now you can get RPL if you’re working or if you want to study. But you have to prove that you can do the job. You may have to do a long assessment where someone watches you tick off your competencies. Sometimes, when you get a job, if your employer thinks you’re working well, he might help you to get RPL. Getting RPL is a long process. So it’s good if you have an employer who can help you.

Adam: Ooh, this seems like a lot of information.

Theresa: I know. But you don’t have to make a decision now. And I’m here when you do decide.

Adam: Thanks, Theresa.

Theresa: My pleasure Adam. Make an appointment to see me when you decide which option is best for you.

Adam: OK. Bye, Theresa. Thanks again.

Unit 2 Bashir’s story

Yeah, my name’s Bashir but my friends here call me Bazza! I’m from Afghanistan. I came here when I was 19. I had about six years’ education in my country but I didn’t have any English. I left my mum and my little brother in Afghanistan and I had to bring them out. So I just wanted to get a job and some money to set up a flat. But I couldn’t get a job. No experience and no English. What could I do?

Well, I did the AMEP youth program.

I thought, just three months, study English, get a job, get a car, get a flat … no worries. But what happened was, I ended up studying almost for a year in the AMEP. That’s what I needed to do to get enough English to find a job. The teachers taught me about the Australian workplace and the AMEP counsellor gave good advice about what sort of job I could get.

The counsellor asked me what I was good at, what I liked to do. As it turns out I’m good in the kitchen! So I thought, kitchenhand is the quickest job I could get. But I still had to do a short course.

Yeah. I don’t think you can get a job in Australia now without doing some sort of job training course.

Mine was just six weeks. I learnt how to clean and prepare food, how to follow health and safety procedures and keep the kitchen clean and tidy.

Well, now I work here, at the Hungry Bull Restaurant. It’s a great place to work.

And I’ve been here for eight months and I’ve learnt a lot about Australian language working with these guys! But seriously, I had a bit of trouble with signs and forms at first. You really need to know how to read and write English in any job I think.

The pay’s not too bad if I work late shifts and weekends. My mum and my brother are here now so I have to keep working to help them but the only problem with my job is that it’s casual work. Maybe one day I’ll want to buy a house for my family. The banks don’t lend money to casual workers. So I think maybe I’ll go back and study part time, do a higher certificate so I can get a more permanent job with better pay.

I’d really love to have a secure job … and a BMW! Hey! Anything’s possible!

Unit 3 Rachel’s story

Rachel, my name’s Rachel. I’m from Uganda. I was 19 when I came here. I went straight into an AMEP class. I finished Certificate III pretty quickly. I’d studied English in Uganda so I just needed to understand the accent and the Australian expressions but I learnt a lot more there than I thought. The AMEP orientation program was great. It helped me find my way around … taught me to become self reliant.

For example, when I wanted to find my own flat, I could read the ads in the newspapers and I knew just what to do … my teachers had shown me how to do that.

Yeah, I got the Certificate in three months then I did a further English class before I went to TAFE to study Certificate IV in Small Business Management. I thought it might be good to have my own small cleaning company. But I got interested in Human Resources Management, you know, managing the workers, being responsible for who’s employed … so I continued at TAFE and did the Diploma in Human Resources Management the next year. I studied that full time for a year and a half.
The Certificate and the Diploma together ... that took me two years. Then I had to make a decision. You know, I still had some family at home and they needed money so I had to get a job but also, I really wanted to study more ... very hard decision.

In the end, I did both part time. I worked in a hotel and studied at uni part time for two years. I was studying the Bachelor of Business in Human Resources Management. I graduated at the end of last year. Yeah, it felt good. And now I've got a job, a good job. I work at the Vibe Hotel. I'm the assistant Human Resources Manager.

It's a really interesting job, because it's a big hotel and there's a large turnover in staff ... there are a lot of casual workers. I have to make sure everyone gets proper training. I'm a people person, you know. You need to be able to communicate easily with people to do this job well.

When I first came to Australia I thought, easy, I'd get my own business and make a lot of money quickly. Now I know nothing happens quickly. I had a lot to learn about Australian education and workplace culture.

Well, I guess that's my advice. Don't expect it to happen quickly. It's taken me almost five years and when I arrived I could speak and write English quite well. I had a lot to learn about Australian education and workplace culture.

The name of the traineeship was Certificate III in Aged Care Work. It took me a year to finish. And I had to do extra English studies for all the language you need in nursing. It's so important to understand instructions clearly.

Now I'm working here ... St Alban's Home for the Aged. It's closer to my home and my son's school.

I'm happy with my job. I might go back and study Certificate IV if I want more responsibilities ... and more money!

Who knows? I might even study to be a Division 2 Registered Nurse one day. But I'll have to wait until my son is in school.

Maybe when he's six or seven, I'll go back and study part time.
Audio scripts
Unit 1  Adam’s story

Activity 6
Listen and read.
My name is Adam. I’m a student. I want to be an auto mechanic.

My name is Theresa. I’m a careers counsellor. I want to help students to find the best career pathway.

Activity 22
Listen and highlight the names of jobs.
Short job training courses will help you get a job as a cleaner, a hotel worker or a factory worker. You can study at TAFE to be a hairdresser, a childcare worker or an auto mechanic. You have to study longer at TAFE. You can learn to be a doctor, a teacher or a lawyer at university. You have to study for four to six years at university.

Activity 25
Listen and read.
Syllables
One-syllable words:
fix  goal  work  job

Two-syllable words:
garage  study  career  pathway

Three-syllable words:
mechanic  apprentice  studying

Activity 26
Listen and write each word under the correct heading.
car  appointment  counsellor
helping  formal  brochure
employer  school  use
training  own  assessment

Activity 28
Listen and write each word or phrase from the box under the correct photo.
Example She can draw.
1. He can cook.
2. They can sew.
3. He can SMS.
4. She can drive.
5. She can cut hair.
6. She can tell stories.
7. He can fix things.
8. He can fix cars.
9. He can build things.
10. She can use a computer.
11. She can look after children.

Activity 31
Listen to the sentences.
Example Adam can fix cars. Adam knows how to fix cars. Adam is good at fixing cars.
1. He can play basketball. He knows how to play basketball. He’s good at playing basketball.
2. She can use a computer. She knows how to use a computer. She’s good at using a computer.
3. He can play soccer. He knows how to play soccer. He’s good at playing soccer.
4. He can cook healthy food. He knows how to cook healthy food. He good at cooking healthy food.
5. She can save money. She knows how to save money. She’s good at saving money.

Activity 33
Listen and complete the sentences.
Adam can fix cars. He wants to be an auto mechanic. One of his options is to do an apprenticeship.

An apprenticeship is a great way to be paid while you learn.

Apprenticeships usually take three to four years. You learn all about your trade on the job and sometimes away from the job at TAFE. You study at Certificate level III or IV.

Apprenticeships are available for more than 100 jobs such as auto mechanic, cook, hairdresser and builder.

If you want to do an apprenticeship, you need to find an employer or Group Training Organisation to employ you. If you are studying, your careers counsellor can help you or you can call the New Apprenticeships phone line on 1800 639 629.

Unit 2  Bashir’s story

Activity 39
Listen and fill in the appointment card for Bashir.
Receptionist: Can I help you?
Bashir: Yes. I’d like to make an appointment to see the careers counsellor.

Receptionist: Yes, that’s Theresa.
Bashir: Theresa?
Receptionist: That’s right. Your name, please?
Bashir: Bashir. B-a-s-h-i-r.
Receptionist: And your surname?
Bashir: Hussaini. H-u-double s-a-i-n-i.
Receptionist: Can you come on Tuesday?
Bashir: Yes. What time?
Receptionist: 4 pm?
Bashir: No worries.
Receptionist: Can you fill in this form please?
Bashir: Sure.
Receptionist: Here’s your appointment card. She’s in room six.
Bashir: Thank you.

Activity 40
Listen and read.
Theresa: What can I do for you, Bashir?
Bashir: I want to get a job. I need to bring my mum and brother to Australia.
Theresa: OK. So you want to work as soon as possible.
Bashir: That’s right.
Theresa: How many years did you go to school in your country?
Bashir: Just six years.
Theresa: Uh huh. And Bashir, what do you like doing?
Bashir: Well, I like cooking for my friends. I had to learn how to cook when I came to Australia.
Theresa: Oh, that’s great. But you need to study at TAFE to be a cook.
Bashir: Oh, really? But I need a job now. I don’t have time to study.
Theresa: Well, you can work as a kitchenhand, helping a cook.
Bashir: Yeah? That sounds good. What do I have to do?
Theresa: You can do a short course at TAFE, just six weeks and they can help you find a job.
Here’s a brochure.
Bashir: Thanks Theresa.

Activity 50
Listen and read about careers counsellors.
The careers counsellor may ask a lot of questions to find out about your interests.

Would you like to work in an office?
Would you like to work in hospitality or in the service industry?
Would you like to help people?
Would you like to make things or fix things with your hands?
Would you like to work outside?

Activity 55
What skills and interests do these people have?
I’m good at communicating with people.
I enjoy looking after animals.
I like skateboarding.
I like working in the garden.
I’m good at doing makeup.
I’m good at using my hands.
I’m good at music.
I’m good at taking photographs.
I’m good at looking after children.
I’m good at dancing.
I enjoy studying.
I’m good at fixing cars.

Activity 56
Listen to these people talking about their jobs.
Example
I like working with people. In my job I make men and women look good.

1. I like working with my hands. Sometimes my job is dirty and smelly. I fix problems in houses. I work with water and gas.
2. I like working outside. I work casually from 6am to 6pm. I work outside the city. I grow vegetables for the market.

3. I’m good at talking to people. Sometimes I work on Saturdays and Sundays and Friday nights. I sell things.

4. I like helping sick people. I work at different times of the day and night. I work in a hospital.

5. I work with my hands. I often work early in the morning. I clean office buildings.

6. I like talking to people. I work in a different place every day. I drive them to where they want to go.

**Activity 58**

Listen and read about Bashir’s skills and interests.

I like cooking. I can prepare food and I know how to keep a kitchen clean and tidy. I’m good at working in the kitchen. I’m also good at using the computer, so I help my friends.

**Activity 62**

Listen and read.

**Bashir’s job training course**

Bashir did a six-week job training course to help him get a job as a kitchenhand. He learnt how to clean and prepare food, and how to follow health and safety procedures. He also learnt how to keep the kitchen tidy and clean. When he finished his course he got a Certificate I in Hospitality. In the future maybe he can study more to learn how to be a chef.

**Activity 67**

Listen and read.

**Syllable stress**

In English, words with more than one syllable have some syllables that are longer and louder.

training study kitchen

enough Theresa procedure possible

**Activity 68**

Listen and write each word under the correct heading.

safety restaurant counsellor pathway

appointment advice perhaps important

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**Unit 3 Rachel’s story**

**Activity 83**

Listen to these work verbs and nouns.

**Some work verbs**

use make prepare clean

organise build cut repair

communicate drive operate sell

**Some work nouns**

machine computer forklift tools

truck people files cloth

wood buildings meals cash register

**Activity 90**

Listen and read about Ivana and Mahmud.

**Ivana**

Ivana wants to be a doctor. She likes helping people. She likes studying science and working with her hands. To be a doctor she needs to study very hard and get high marks in her exams. She needs to communicate very well. She needs to go to university for six years to get a degree.

**Mahmud**

Mahmud wants to be a ward assistant. He likes helping people and he likes working with his hands. To be a ward assistant he needs to do a part-time traineeship for one year. He can work four days in a hospital and study one day a week at TAFE. He will get a certificate from TAFE.

**Activity 91**

Listen and read about doctors and ward assistants.

Doctors work in hospitals. They help sick people and write prescriptions. They need to communicate with patients and study hard. They need to go to university to get a degree.

Ward assistants work in hospitals. They clean floors and rooms. They make beds and they take patients from one place to another. They need to understand health and safety. They need to go to TAFE to get a certificate.

**Activity 92**

Listen and circle the correct words about the job.

**Example**

Teachers work in schools.

They prepare lessons for their classes and teach.

They need to communicate with people and like young people.

They need to go to university to get a degree.
Activity 95
Listen and mark the syllable stress.
qualification
1. degree  2. diploma
3. training  4. university
5. certificate  6. apprenticeship

Unit 4  Asha’s story

Activity 111
Listen to the three stories and write.
Hello. I’m Tabitha. I come from a big family. I’m the oldest. I like helping my mum with my brothers and sisters. I think I would like to work with little children, maybe be a kindergarten teacher.

Hi. My name’s Amina. I really love dancing and keeping fit and I like showing my friends how to dance. I would like to be a fitness instructor.

How are you doing? My name’s Daniel. I really like playing soccer. Actually I just love being outside. In the refugee camp I was a volunteer in the plant nursery. I think I would like to work outside. Maybe become an outdoor council worker.

Activity 112
Listen and complete the sentences.
1. Tabitha likes helping her mum with her brothers and sisters.
2. Amina likes dancing and keeping fit.
3. Daniel likes playing soccer and being outside.

Activity 113
Listen again to Daniel’s story.
How are you doing? My name’s Daniel. I really like playing soccer. Actually I just love being outside. In the refugee camp I was a volunteer in the plant nursery. I think I would like to work outside. Maybe become an outdoor council worker.

Activity 118
Listen and read.
Vowel and consonant sounds
There are 44 sounds in English. There are 24 consonant sounds and 20 vowel sounds.
‘Look’ has two consonant sounds /l/ and /k/ and one vowel sound /u/.
‘Teacher’ has two consonant sounds /t/ and /tʃ/ and two vowel sounds /i/ and /ə/.
‘Degree’ has three consonant sounds /d/ /ɡ/ and /r/ and two vowel sounds /ə/ and /i/.

Activity 119
Listen and underline the vowel sounds in these words.
see do at me how each say goal work would

Activity 120
Now listen and underline the vowel sounds in these words.
pathway career family trainee consonant teacher instructor counsellor study

Activity 121
Listen and underline the consonant sounds in these words.
we so day at they know here

Activity 122
Listen.
Linking words
When a vowel sound follows a consonant sound we join the consonant sound to the vowel sound.

Now repeat these sentences.
1. My name’s Amina.
2. I come from a big family.
3. I would like to become an electrician.
4. I worked as a volunteer.

Activity 124
Listen to these sentences. Mark the links.
1. Asha studied and worked part time.
2. She got a certificate from TAFE.
3. She has a good job.
4. She works as an aged care worker.
5. She works in a hospital.

Activity 127
Listen and complete the sentences.
A traineeship is a like an apprenticeship because it is a way to work and study at the same time. A traineeship is usually at Certificate II or Certificate III level. Traineeships can last from twelve months to six years’ part time. But most are one or two years. The other difference is that traineeships prepare people for almost 800 jobs including banking, office and shop work. If you want more information about traineeships talk to your careers counsellor.
Activity 128

Traineeships
A traineeship is like an apprenticeship because it is a way to work and study at the same time. A traineeship is usually at Certificate II or Certificate III level. Traineeships can last from twelve months to six years' part-time. But most are one or two years. The other difference is that traineeships prepare people for almost 800 jobs including banking, office and shop work. If you want more information about traineeships talk to your careers counsellor.