

# 8

## Looking for work

### Curriculum Coverage

#### *Listening and speaking*

- Listen for general meaning in conversations about work
- Listen for detail in explanations about job vacancies
- Listen for main points to get key information about jobs
- Ask for and give information about job vacancies
- Ask for and give information about jobs

#### *Skills*

L2/E2.1b, 1c, 1d, 2d, 6c  
Lr/E2.2b, 6c  
Lr/E2.3c  
Sc/E2.2a, 2d, 4a  
Sc/E2.1a, 1b, 3a, 3b, 3c; Sd/E2.1b

#### *Reading and writing*

- Read and find information in job advertisements
- Understand main points in an article on *body language*
- Read forms for job applications
- Write additional information on an application form
- Fill in forms for job applications and work experience

#### *Skills*

Rt/E2.2a  
Rt/E2.1b  
Rw/E2.1a, 2a, 4a  
Wt/E2.1b Ww/E2.1a  
Wt/E2.1a, 1b Ww/E2.2a

#### *Key functions*

- Describing jobs and duties
- Using the telephone
- Giving personal information
- Making requests
- Describing self and others
- Asking for clarification and explanation

#### *Key grammar*

- Review and practise tenses
- Phrasal verbs
- Discourse skills – ordering ideas
- *Can* and *could* for requests

### ***Resources to support the unit***

- Audio play and recording cassettes (teacher's own)
- Dictionaries for class
- ESOL core curriculum. Check each curriculum reference for ideas for presentation
- Cards with job names and definitions (teacher's own)
- Cards with job names for **20 Questions** (teacher's own)
- Cards with recruitment words and definitions (teacher's own)
- Selection of job advertisements from magazines and newspapers (teacher's own)
- Role-play card for telephone role plays (teacher's own)
- Application form to photocopy (teacher's own)
- Access to computers and Internet if possible

## Page 1

### Looking for work

To introduce the theme and content of the unit and set and discuss learning objectives.

#### Task

- Use the pictures to elicit sources of information for job vacancies. Check vocabulary, pronunciation and word stress. Correct and practise chorally if needed.
- Learners discuss the questions in pairs/small groups. Whole class feedback.

## Page 2 and 3

### Describing jobs

#### Materials

- Dictionaries
- Audio – radio report
- Report cards

#### Activity A

#### Vocabulary: job names

#### Rationale

To extend vocabulary for jobs; to look for words in a dictionary; to practise verbs and prepositions for talking about jobs; to listen for main points and extract information from radio report; to listen for word stress; to use correct pronunciation

#### Pre-task activity

- Elicit some occupations the learners are familiar with. Write them up on the board or on cards.
- Elicit what they do and write up with target vocabulary. ie *deals with*, *looks after* etc, e.g. *A child-minder looks after children. A cashier deals with money.*
- Ask learners how many of the jobs in the pictures they know. Check pronunciation.
- Elicit 1 or 2 examples of what they do and practise using the target vocabulary, e.g. *work in*, *deals with*, *look after*.

#### Task

- Learners complete task in pairs, using dictionaries if required.
- Get feedback.
- Focus on prepositions, e.g. *work for* + organisation/company; *work with* + people.

#### Differentiation

- Less confident work on fewer items or prepare matching exercise with jobs on one set of cards, definitions on another.
- Some learners may need individual support to rehearse and practise structure.
- More confident learners work at own speed through the table and add other examples.

#### Activity B

#### Listening to a radio report

#### Pre-task activity

- Elicit some examples from learners of jobs they like and don't like.

#### Task

- In small groups, learners choose five jobs of any kind that they like, and five they don't. Each group reports to whole class.
- Play the audio for task 2, asking learners to listen for job titles and to complete the table.
- If necessary, play through again, pausing after each job is mentioned. Learners fill in table and compare the result from the report with the group's previous results. Give out dictionaries for task 4. Learners can tick names they know and look up any they don't know in a dictionary.
- Write *accountant* on board as an example to teach syllables. Say the word and elicit the number of syllables (3). Tap it out to clarify. Do the same for other jobs, e.g. *chef* (1), *teacher* (2).
- Play audio for task 5 and ask learners to count and mark number of syllables.
- Go back to example on board – *accountant* – and say the word, emphasising the stressed syllable. Then mark it.
- Play audio again and set learners to mark stressed syllables in task 6.

#### Differentiation

- Less confident learners listen to audio again. Prepare matching exercise with jobs on one set of cards, definitions on another.
- Focus on stress in more familiar words.

#### Extension

- Play **20 questions** as whole group or in teams. One person chooses or is given an occupation, the others can ask 20 yes/no questions to guess what the job is, e.g. *Do you work outside? Do you work with children? Do you help people? Are you a nurse?*

## Page 4

### How a company gets new staff

#### Materials

- Audio – Explaining your job
- Cards with recruitment words and definitions

#### Rationale

To understand the short-listing procedure; to practise listening for gist and detail; to practise describing an office procedure for using time markers to show sequence

#### Activity A

#### Listening: explaining your job

##### Pre-task activity

- Ask how many learners work/have worked in an office.
- Elicit various types of jobs people do in offices, e.g. *receptionist, manager*, etc.
- Draw attention to photo. Elicit what learners think these people do, e.g. *Who is the manager? Who is the assistant?*
- Introduce some key lexis: *company, companies, recruit, stockroom, application form, short-list, applicant*.

##### Task

- Play audio through once and ask some general gist questions, e.g. *What does Bill Martyn do?*
- Play the audio again and stop it at the right places so that the learners can fill in the blanks.

##### Differentiation

- Some learners may find it useful to read a gapped version of the script.
- Learners write the new vocabulary with a definition, possibly in their first language.

#### Activity B

#### Speaking: focus on time markers

##### Pre-task activity

- Demonstrate the importance of sequence by giving some simple instructions first without the sequence markers and then with sequence markers, e.g. – *crossing the road – Look right look left and then cross the road.*
- Elicit other examples from the learners

#### Task

- Point out that these are the steps in the procedure from the audio for Activity A.
- Go through them with the learners, checking vocabulary. Ask the learners to practise them with the correct intonation.
- Play the audio again, pausing to focus so the learners can hear the sequence markers.
- Learners can then work in pairs to explain the steps to each other, using the sequencing markers.

#### Extension

- Learners role-play the conversation.

#### Activity C

#### Vocabulary

##### Task

- Learners work in pairs with the audio script to complete the activity using new vocabulary and dictionaries.

##### Extension

- Give out cards with recruitment vocabulary from the audio script and definitions.
- Learners match the words and definitions.
- Learners choose words from the audio script and prepare their own definitions. They read out the definitions and other learners guess what the word is.

## Page 5 Job vacancies

#### Materials

- Job adverts from newspapers and magazines

#### Rationale

To obtain information; to explore the conventions of job advertisements, e.g. abbreviations

#### Reading advertisements for jobs

##### Pre-task activity

- Recap on where you find job vacancies – magazines, newspapers, Internet. Discuss how/where to get copies, for example, library, and newsagents.
- Explain three forms of the word *advertisement* – full form – *advert, ad*.

- Look through a range of ads – learners identify different abbreviations – list and elicit full word/meaning.

### Task

- Do tasks 1 and 2 as a whole group exercise. Write up answers on board or OHT.
- Discuss answers with the class and reach agreement.
- Learners complete the table in task 3 in pairs.

### Extension and differentiation

- Discuss different ways of recording new lexis including abbreviations and their full forms.
- Learners record the new words they have learned so far in this unit, e.g. on a word web.

### Extension

Learners work in groups with 4 or 5 job ads from a local newspaper. Ask them to complete a similar table to task 3. They then report back on the job.

## Page 6 and 7 Phoning about a job

### Materials

- Completed table from previous page.
- Audio – Asking questions about a job.
- Role cards for telephone practice.

### Rationale

To practise modals *can* and *could*; to practise asking questions with attention to phonology and intonation; to practise phoning and asking and giving information about jobs

### Activity A

#### *Listening: asking questions about a job advertisement*

### Pre-task activity

- Establish situation to elicit *Can I, Could I/you*. Write up some examples on board, e.g. *Could you give me directions to the supermarket? Can I have your telephone number? Can you pass me that pen? Could you open the door?*
- Elicit some more examples.

### Task

- Learners work in pairs/small groups to think of topics for questions, and then form the questions.

- Play audio for task 2 through once, pausing to check the learners' ideas.
- Play again, pausing to focus on what Vanessa says.
- Learners use the written prompts in the learner's material to practise Vanessa's role, paying attention to stress and intonation.

### Differentiation

- Learners with less developed literacy have a copy of the audio script and work on the task through listening and repeating.
- Other learners use the written prompts in the learners material.

### Activity B

#### *Listening: answering questions about job advertisements*

### Pre-task activity

- Discuss the role of the person answering the call. S/he may pass on the call to another department or take it. You need to know this before you start asking questions about the job. In some cases people phoning may find a recorded message, which asks for personal details so that they can send an application form and further details.

### Task

- Play the audio, pausing to discuss answers to questions in task 1.
- Play the audio for task 2, pausing to focus on what the person answering the phone says.
- Learners work in pairs to practise a version of the phone call.

### Differentiation

- For less confident learners, reconstruct the original phone call repeating phrases straight after the voice on the tape.

### Extension

- Teacher provides role cards. In pairs learners practise phoning in response to other advertisements.
- Some learners could role-play a call where the switchboard operator passes on the call to Personnel or Human Resources or the Recruitment section.
- Learners could prepare and practise leaving details on a pre-recorded answer phone message.

## Page 8

### Completing a job application

#### Activity A

#### Reading: understanding forms

##### Materials

- Photocopiable resource – an application form

##### Rationale

To work on the conventions of application forms

##### Pre-task

- Copy and show them the whole application form and explain that they will work on it bit by bit.
- Ask what forms learners have had to fill in. Elicit/discuss main headings on forms. Recap on the word *title* and the meaning of the various titles given.
- Discuss how forms ask for the same information in different ways using different words, e.g. *job* and *post*.
- Write up your title and name and check that they can respond to the different instructions.

##### Tasks

- Check the instruction words: *Print* and *Delete* on form 1; *block capitals* and *Please specify* and *Tick as appropriate* on form 2.
- Learners work individually or in pairs to answer the questions in task 2. Check the answers as a group.

#### 📌 Activity B Writing: filling in forms

##### Task

- Review capitals and lower case, with examples for when learners write down their personal details in Activity B.
- Whole class feedback on different ways forms ask for the same information.

##### Differentiation

- Learners with less developed literacy skills need practice forming letters of the correct size and putting them in the best place on the *Information about applicant* form.
- To check vocabulary put words on cards and pair those that mean the same thing e.g. *first name*, *forename*, *post*, *position*.

- Learners can complete the *Information about applicant* form in block capitals and in Caps and lower case. They complete the form and then compare answers in pairs.
- The most confident learners can work with a partner, ask each other the relevant questions and complete the *Information about applicant* form with their partner's details.

## Page 9

### Employment experience

#### Activity A

#### Vocabulary: jobs and duties

##### Rationale

To use the present simple to talk about jobs and duties

##### Pre-task activity

- Use your job to make the distinction between what the job is and what the duties are. Give an example of one of your duties and then ask the learners to come up with others.
- Explain that application forms will often ask for information about job duties in both present and previous jobs. It is important to describe job duties well as it shows your past employment experience.

##### Task

- Before learners do task 1, make sure learners understand items a–e.
- Clarify that in a list of duties, the pronoun *I* is not repeated and the different items are separated by a comma; *and* is often used before the final item in the list.
- Learners can practise the *s* of the 3rd person singular when they give their answers, e.g. *A gardener cuts the grass, keeps the flowerbeds tidy and puts in new plants.*
- Set up task 3 as pair work.
- Learners circulate interviewing each other.
- Set a time limit and maximum number of jobs.

## Page 10

### Thinking about your skills

#### Materials

Cue cards with phrases which take a gerund e.g.  
*I enjoy ... , I like ... , I don't mind ... , I can ...*  
*I'm good at ... I've got ....*

#### Rationale

To raise awareness of the importance of evaluating current skills and aptitudes for getting the right job; to focus on and practise sentence structures with the gerund, e.g. *like, enjoy, mind, be good at*

### Activity A Speaking: talking about your skills

#### Pre-task activity

- Ask students to think of the type of work that they would like to do and make a list of the useful skills they have for this type of work.
- Elicit a few examples to start them off. At the end of the activity they can go back to their list and add other things they have thought of.

#### Task

- Use the speech bubbles to focus on uses of the gerund. Ask the learners to underline examples. Demonstrate how the gerund is used after *like* and *enjoy* and after *be good at* and *don't mind*.
- Elicit other examples. Also focus on *can* + verb for ability. Point out that these verbs and phrases are useful for talking about skills.
- Drill the sentence structures using cards with these words on them: *I like ..., I enjoy ..., I don't mind ..., I don't enjoy ..., I don't like ..., I'm good at ... , I can ....* Learners choose a card and make a sentence.
- Elicit examples of other *useful/hidden* skills the learners have to complete task 1, using the target language.
- Learners work individually to think about things they are good at and enjoy and complete the notes in the table for task 2. Circulate and give encouragement.
- For task 3 learners work in pairs. First, demonstrate with a more confident learner. Ask what he/she is good at, e.g. *I'm good at making clothes*. Then ask for an example, e.g. *For example I make all my children's clothes*.

#### Differentiation

- Less confident learners can work with fewer exponents.

## Page 11

### Application forms and references

#### Materials

- Cards with sentences like: *I make jewellery. I cook very well. I have a clean driving licence. I play the guitar. I work in the community centre. I go the English classes twice a week. I speak ...* (put in own language). *I bought a fridge last week. My son's name is ...*

#### Rationale

To introduce learners to how to complete the *additional information* space on an application form; to introduce the idea that you have to ask someone to be a referee and give a reference

### Activity A Writing about yourself.

#### Pre-task activity

- Show examples of an application form. Ask learners to think about what to put in the *additional information* space. Give out cards with sentences like these or write them on an OHT or the board:  
*I make jewellery. I cook very well. I play the guitar. I work in the community centre. I helped in my father's shop. I have a clean driving licence. I go to English classes every week. I bought a fridge last week. I have three children. My son is at university. I speak ... (put own language). I help at the local youth club. I do my husband's accounts for him.*
- In groups learners can decide which sentences should and shouldn't go in an *additional information* space on an application form.

#### Task

- Learners need dictionaries for task 1. Ask them to read the text in pairs, underlining the words they don't know and checking them in a dictionary.
- Elicit how Vanessa organises her information chronologically, moving from past to present.

- Task 2 focuses on useful adjectives for describing personal qualities. Elicit any words the learners know and write them on cards or on the board.
- For task 3 the learners write a short paragraph about themselves using the model for task 1 and referring back to the list of their skills for Activity A.

### Extension and differentiation

- Listen to less confident learners talk about their own experience and write down the main points with gaps for them to complete – a kind of customised cloze exercise.
- Others can complete this section on the full version of the application form.

## Activity B *Listening and speaking: asking for a reference*

### Pre-task activity

- Pre teach *references* and *referees*. Explain the convention of asking someone. Link with the space on the form.
- Elicit the kinds of things people write in references. You can show them a checklist for referees. You may be able to get an example from an employment agency.

### Task

- Learners can work in pairs to choose the correct dictionary definition for task 1.
- Play the audio for task 2, pausing at different places to ask learners to repeat and practise the words.
- Set up task 3 as pair work.
- Do final round up with whole class.

### Differentiation

- Some learners do more listening practice and repeat actual words from the tape. Others can do more dictionary work.

### Extension

- Dictionary work – ask students for other examples of English words that have many different meaning. *Case* is a good example. Point out that all the meanings offered are the same part of speech – noun, in this instance.

## Page 12

# Body language – Let your body do the talking

### Materials

- Video of people interacting – e.g. section from TV soap, management training film (to observe body language with sound turned down)

## Activity A *Reading: comparing body language*

### Rationale

To raise awareness of the concept of body language, key features and cross cultural implications

### Pre-task activity

- Introduce concept on non- verbal communication.
- Use section of video with sound turned down to demonstrate. Learners identify different aspects of body language – facial gesture, posture, gesture, eye-contact etc. in simple terms. Check awareness of cross-cultural differences.

### Task

- Introduce text. Learners read (or are read to depending on confidence as readers).
- Get learners to discuss tasks 2 and 3 in pairs. They can then check their answers with other pairs.
- For task 4 learners can work in groups of 4. Aim for cultural diversity if possible.
- Each group reports back to the class to share information.

### Extension

- Use video from a discussion programme, TV soap, training video etc., to observe examples of body language. Play video with sound down. Use checklist to observe and note different aspects of body language.



- Organise learners into small groups of 3–4 (if possible with same language) to act out short scenarios in their own language (use prompt cards with context e.g. – group of friends watching TV – another friend comes in and wants to watch a programme on the other channel – what happens?). They prepare and act out silently (not voicing the words). Repeat a second time with words. Other groups repeat same or similar scenario in order to make cross-cultural comparisons. All learners observe other groups and note differences in features of body language. Discuss.

## Page 13

### Going for an interview

#### Activity A *Listening to an interview*

##### Materials

- Audio – Listening to an interview.

##### Rationale

Listening for detail; to introduce a model job interview and give learners opportunities to practise their interview skills

##### Pre-task activity

- Ask learners to predict the interviewer's questions. Get them to think about what the interviewer needs to know and why.
- Give learners an idea of the usual shape of an interview. Tell them that there will sometimes be ice-breaking questions, such as *Was your journey all right?* or *Did it take you long to get here?* or *Did you have any problems finding us?*

##### Tasks

- Play the audio. Listen for gist for task 1. Repeat with learners listening for more detail and completing true/false questions in task 2.
- Listen again. Stop the tape after each question for learners to focus on intonation and question forms. Learners repeat questions.
- Learners work in pairs to practise asking and answering questions. Before you begin elicit questions for each point.

##### Differentiation

- For some learners, provide more practice using the audio. For others, put more answers on the board so that learners phrase more questions.

#### Activity B *Speaking: what to do at an interview*

##### Pre-task activity

- Elicit what is important at an interview. Be aware that UK conventions are just that, and not necessarily the best way of doing things.
- Compare with different cultures and countries. Ask questions: *Is it OK to say No?* *Is it polite to look the interviewer in the eye or not?* etc.

##### Task

- Learners can consider the points about interview behaviour in groups. Whole class feedback and revision of *must/mustn't*.

##### Extension and differentiation

- Learners put points into a lists of *dos* and *don'ts*. Some learners do this for another culture or country.
- Role-play an interview using prepared role cards. Organise learners in groups of three, one being the observer. Change roles.
- Adjust task according to levels of confidence. Provide fuller prompt cards for less confident and give small group support in rehearsing the conversation.

## Page 14

### Project

##### Rationale

To bring together skills practised in the unit; to provide an opportunity to move outside the classroom; to provide evidence of learning for the learner's portfolio, progress record and ILP review

- The project will need careful setting up. See notes on project work in the Introduction to the Teacher's Notes.

#### Activity A *Find a job vacancy at the Jobcentre*

- Prepare the project by contacting the Jobcentre to establish layout, availability of and procedures for seeing an adviser.
- Consider a whole group visit if this would be more appropriate. Alternatively consider learners working in pairs.

- Provide time in class for support in preparing for the visit and for feedback on their findings to the whole group.

### **Activity B** *Ask about the job vacancy*

Learners can work in pairs or small groups to develop useful questions and rehearse a possible meeting with the adviser.

### **Activity C** *Tell the class about the Jobcentre and the vacancy*

Learners can give a short verbal report to the class, or for larger groups they can work in a small group, taking turns to talk about the job and experience at the Jobcentre.

## **Page 15** **Check it**

### **Rationale**

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have

- Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

### **Activity A** *Asking questions at interviews*

Learners choose the correct answers.

### **Activity B**

If possible learners could record themselves.

### **Activity C** *Job names wordsearch*

Learners can add the words in the wordsearch to their vocabulary note books or create a word web of words for jobs.

## **Page 16** **Mini-projects**

### **Rationale**

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

- Learners can select one or both of the tasks. For more information, see the Introduction to the Teacher's Notes.

### **Activity A** *Find out about a company*

- As necessary provide a list of useful website with addresses. Encourage learners to print out relevant pages.

### **Activity B** *Find out about a job*

- It might be useful to bring in the job section from local newspapers to demonstrate the kind of information the learners should look for.
- After the research phase, allocate time for learners to feedback on the task.

### **How am I doing?**

### **Rationale**

To encourage learners to evaluate their own learning; to provide a record of learning for the learner's progress record

- Learners record and evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

## Completing a job application

Here is a copy of the whole application form

### APPLICATION FORM

Job applied for:

#### PERSONAL DETAILS

Family/Surname:

First names:

Mr ☐ Mrs ☐ Ms ☐ Miss ☐ Other ☐ Please specify: \_\_\_\_\_

*Tick as appropriate*

Address:

Postcode:

Day Telephone No:

Evening Telephone No:

E-mail address:

Mobile:

#### EMPLOYMENT EXPERIENCE

From

To

Employer

Duties

#### EDUCATION AND TRAINING

From

To

School/College

Qualification

#### ADDITIONAL INFORMATION

#### REFERENCES:

1 Name of referee:

2 Name of referee:

Position:

Position:

Organisation:

Organisation:

Address:

Address:

Tel No:

Tel No:

DECLARATION: The information in this application is complete and correct.

Signed:

Date: