Employment

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Objective

In this unit, you will learn vocabulary related to occupations and job searching. You will work on finding information from help wanted ads and practice filling out job applications. You’ll also learn some useful abbreviations. Let’s start by having a group discussion about employment. Circle any words you don’t know.

Employment

A. Discussion

Discuss the following questions in groups.

1. Do you have a job now? If so, where do you work?
2. How many hours per week do you work?
3. What did you do in your country?
4. Did you belong to a union?
5. If you could choose any occupation, what would it be? Why?
6. Which jobs do you think are the most stressful? Why?
7. Which jobs in your country are considered the most prestigious (highest status and respect)?
8. Do most women work outside the home in your country?
9. Do men and women receive equal pay for the same job?
10. At what age do people generally retire in your country?
11. How many hours per week do people generally work in your country?
12. How much paid vacation time do people generally have in your country?
**Employment cont.**

**B. Chart**

Complete the chart below by asking your classmates questions.

<table>
<thead>
<tr>
<th>Occupation in own country</th>
<th>Place of work</th>
<th>Number of hours per week</th>
<th>Job description / responsibilities</th>
<th>Skills, training, and education required for the job</th>
<th>Frequency of payment</th>
<th>How long at that job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classmate #1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classmate #2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classmate #3:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examples**

- What did you do in your country?
- Where did you work?
Occupations

A. Matching

Match the occupations on the left with the job descriptions on the right.

1. mechanic
2. real estate agent
3. accountant
4. secretary
5. tailor
6. plumber
7. nanny
8. carpenter
9. receptionist
10. architect
11. waiter
12. journalist
13. social worker
14. teller
15. electrician

a) designs houses and buildings
b) writes for magazines and newspapers
c) helps people with family problems
d) installs and fixes lights, wiring, etc.
e) sells houses, property, and buildings
f) builds furniture and houses
g) keeps financial records and does tax forms
h) looks after children
i) works as a cashier in a bank
j) repairs car engines
k) answers the phone and greets people in an office
l) takes orders and serves people in restaurants
m) makes and alters clothes
n) fixes water pipes, toilets, and sinks
o) types letters and files office information

B. Descriptions

Read the sentences below and write the name of the described occupation.

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This person works in a flower shop and arranges flowers.</td>
<td>mechanic</td>
</tr>
<tr>
<td>2</td>
<td>This person works in a courthouse.</td>
<td>receptionist</td>
</tr>
<tr>
<td>3</td>
<td>This person makes and sells breads, cakes, cookies, etc.</td>
<td>tailor</td>
</tr>
<tr>
<td>4</td>
<td>This person works in a hospital, looks after patients, and helps the doctors.</td>
<td>plumber</td>
</tr>
<tr>
<td>5</td>
<td>This person wears a uniform and patrols buildings.</td>
<td>mechanic</td>
</tr>
<tr>
<td>6</td>
<td>This person fills prescriptions in a drugstore.</td>
<td>pharmacist</td>
</tr>
<tr>
<td>7</td>
<td>This person is an animal doctor.</td>
<td>vet</td>
</tr>
<tr>
<td>8</td>
<td>This person cleans buildings such as schools.</td>
<td>janitor</td>
</tr>
<tr>
<td>9</td>
<td>This person gives religious guidance.</td>
<td>pastor</td>
</tr>
<tr>
<td>10</td>
<td>This person prepares meals in a restaurant.</td>
<td>chef</td>
</tr>
</tbody>
</table>
Personal Qualities

A. Matching

Match each quality with the correct definition.

1. responsible/reliable  - a) is on time
2. punctual             - b) doesn’t tire easily
3. energetic            - c) acts like an adult, not a child
4. mature               - d) does what he/she says that he/she will do
5. honest               - e) has good manners
6. conscientious        - f) works well with others
7. polite               - g) tells the truth, doesn’t lie or steal
8. cooperative          - h) takes the job seriously
9. thorough             - i) orderly, works according to plans
10. patient             - j) can accept new or different ideas
11. organized           - k) stays with the job, doesn’t give up easily, can wait without being mad
12. open-minded         - l) does a good job, doesn’t forget anything, pays attention to details
13. neat                - m) correct
14. flexible            - n) can accept change easily
15. accurate            - o) clean and tidy, not messy
16. motivated           - p) pushes himself/herself to do a good job
17. creative            - q) not lazy
18. hardworking         - r) can control himself/herself
19. resourceful         - s) has new ideas and a talent for making new things
20. disciplined          - t) good at solving problems with whatever is available
21. well-groomed        - u) sociable and talkative, not shy
22. articulate          - v) neat and clean in appearance
23. self-confident      - w) feels good about himself/herself
24. outgoing            - x) speaks well
Personal Qualities cont.

B. List

Some qualities are very important for all jobs. Others are important for certain jobs, but not for others. In your notebook, write down three or four qualities that you think are desirable for all jobs. Then make a list of ten occupations and write two qualities that you feel are most important for each job. Share your ideas with your classmates.

C. Sentences

Fill in the blanks with the correct word from the list on the right.

1. A person who can adapt to change easily is _______________________.
2. Mary is a very ______________________ person. I can always depend on her.
3. Artists and musicians are usually very ______________________ people.
4. It is important for an accountant to be ______________________ in his/her work.
5. You don’t have to be very ______________________ if you work in construction. It is different if you are working with the public.
6. He is rarely on time. He is not a very ______________________ person.
7. An ______________________ person plans things carefully and keeps things in order.
8. A ______________________ student likes to learn and doesn’t have to be pushed to do it.
9. She is a very ______________________ worker. She completes everything and pays attention to detail.
10. He is not very ______________________. He doesn’t work well with his coworkers.
11. His desk is never ______________________. He can never find anything on it.
12. She is a very ______________________ cook. If she doesn’t have one of the ingredients, she just substitutes something else.
13. He hates waiting in lines. He is not a very ______________________ person.
14. He is a very ______________________ person. He can work long hours without getting tired.
15. Even though he is still a teenager, he is very ______________________ and responsible.
16. When an interviewer asks you about your ______________________, he wants to know about your good qualities.

Example

CHILDCARE WORKER
• patient
• energetic

Word List:
• well groomed
• mature
• reliable
• strengths
• motivated
• neat
• flexible
• creative
• punctual
• thorough
• energetic
• organized
• patient
• cooperative
• resourceful
• accurate
Help Wanted Ads

A. Abbreviations

Newspapers usually use abbreviations in advertisements in order to save space. There are different ways of forming abbreviations.

Some abbreviations may use the first few letters of the word.
- nec. (necessary)

Others are formed by using consonants without any vowels.
- afts. (afternoons)

When there is a compound word or an expression with two or more words, often the abbreviation is formed from the initial letter of each word.
- w.p.m. (words per minute)

Abbreviations without a period are possible, but using a period is more common. There may be slight variations in abbreviations in want ads from one region of the country to another. By reading the want ads in your local newspaper, you will become familiar with many common abbreviations.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Word</th>
<th>Abbreviation</th>
<th>Word</th>
<th>Abbreviation</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>afts.</td>
<td>afternoons</td>
<td>info.</td>
<td>information</td>
<td>ph.</td>
<td>phone</td>
</tr>
<tr>
<td>appt.</td>
<td>appointment</td>
<td>jr.</td>
<td>junior</td>
<td>p.o.</td>
<td>post office</td>
</tr>
<tr>
<td>approx.</td>
<td>approximately</td>
<td>lic.</td>
<td>license</td>
<td>pref.(d)</td>
<td>preferred</td>
</tr>
<tr>
<td>asst.</td>
<td>assistant</td>
<td>ltd.</td>
<td>limited</td>
<td>ref.</td>
<td>references</td>
</tr>
<tr>
<td>btw.</td>
<td>between</td>
<td>max.</td>
<td>maximum</td>
<td>req.(d)</td>
<td>required</td>
</tr>
<tr>
<td>cert.</td>
<td>certified</td>
<td>mech.</td>
<td>mechanical</td>
<td>resp.</td>
<td>responsible</td>
</tr>
<tr>
<td>co.</td>
<td>company</td>
<td>med.</td>
<td>medical</td>
<td>rge.</td>
<td>range</td>
</tr>
<tr>
<td>comm.</td>
<td>commission</td>
<td>m/f</td>
<td>male or female</td>
<td>sal.</td>
<td>salary</td>
</tr>
<tr>
<td>dent.</td>
<td>dental</td>
<td>mfg.</td>
<td>manufacturing</td>
<td>sr.</td>
<td>senior</td>
</tr>
<tr>
<td>eves.</td>
<td>evenings</td>
<td>min.</td>
<td>minimum</td>
<td>temp.</td>
<td>temporary</td>
</tr>
<tr>
<td>exc.</td>
<td>excellent</td>
<td>mo.</td>
<td>month</td>
<td>vic.</td>
<td>vicinity</td>
</tr>
<tr>
<td>exp.</td>
<td>experience</td>
<td>nec.</td>
<td>necessary</td>
<td>w.</td>
<td>with</td>
</tr>
<tr>
<td>fin.</td>
<td>financial</td>
<td>neg.</td>
<td>negotiable</td>
<td>wk.</td>
<td>week or work</td>
</tr>
<tr>
<td>f/t</td>
<td>full-time</td>
<td>nr.</td>
<td>near</td>
<td>w.p.m.</td>
<td>words per minute</td>
</tr>
<tr>
<td>hr.</td>
<td>hour</td>
<td>pd.</td>
<td>paid</td>
<td>wtd.</td>
<td>wanted</td>
</tr>
<tr>
<td>immed.</td>
<td>immediately</td>
<td>p/t</td>
<td>part-time</td>
<td>yr.</td>
<td>year</td>
</tr>
<tr>
<td>incl.</td>
<td>include</td>
<td>perm.</td>
<td>permanent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Help Wanted Ads cont.

B. Reading

1. Waiters / Waitresses
   Wtd. immed. for busy new rest., f/t and p/t, ref. & exp. req. must be well groomed. Call btw. 9:00 & 11:00, wkdays. 457–0987

2. Secretary
   Large law office needs exp. resp. sec. Typing 60 w.p.m., exc. tel. skills, min. 5 yrs. exp. Send resume to ABC Law Firm, 120 Main St., Toronto, Ontario

3. St. Regis Hotel Cook
   Exp. cook wanted to work 12 noon to 8pm f/t inc. wkends. Perm. position. Ph. btw. 10 & 4pm. 964–3452

4. Nanny

5. Req. exp. receptionist
   For busy doctor’s office. 15 hrs. weekly, 3 days/wk. Good org. skills, good tel. manner essential, typing 45 w.p.m. Email resume to dr.smith@abc.net

6. Service Station Attendant
   P/T eves. & wkends., must be polite, hardworking, no exp. nec., will train. $10 per hr. Apply in person to 123 Pembina Ave. wkdays btw. 9:00 & 4:00.

C. Discussion

Read the ads in Part B.
With your partner, discuss the following for each ad:

1. Job Description
   kind of work, hours, salary, benefits, etc.

2. Qualifications / Requirements
   skills, qualities, education, experience, etc.

3. How to Apply
   in person, by phone, fax or email, in writing

D. Comprehension

Read the ads again and answer the following questions:

1. Are there any jobs that do not require experience? If so, which one(s)? _________

2. Which job(s) do you need to have references for? _________

3. Which jobs are full-time? _________

4. Explain the term “asset” in ad #4.

5. Which job requires a neat appearance? _________

6. Which job mentions salary? _________

7. Which ad says the employer will teach you how to do the job? _________

8. Two ads ask for two similar qualifications. Which ads are they? _________

9. What are the two similar qualifications? _________
Pair Work (Student A)

You and your partner each have the same application form, but some information is missing from each one. Complete the form by asking your partner questions.

**Examples**
- What is the applicant’s surname (last name)?
- Is the applicant male or female?

### Application for Employment

<table>
<thead>
<tr>
<th>Application Date</th>
<th>Position Applied For</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 10 / 17</td>
<td>bartender</td>
</tr>
</tbody>
</table>

**PERSONAL INFORMATION**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Luke</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name</td>
<td>Last Name</td>
</tr>
<tr>
<td>Address:</td>
<td>2-8908</td>
</tr>
<tr>
<td>Apt/House #</td>
<td>Street</td>
</tr>
<tr>
<td>City</td>
<td>State</td>
</tr>
<tr>
<td>Zip Code</td>
<td></td>
</tr>
<tr>
<td>Contact:</td>
<td>Phone Number</td>
</tr>
<tr>
<td>Sex:</td>
<td>☑ Male</td>
</tr>
<tr>
<td>☑ Female</td>
<td></td>
</tr>
<tr>
<td>SSN:</td>
<td>Social Security Number</td>
</tr>
</tbody>
</table>

| Are you legally able to work in this country? | ☑ Yes |
| ☑ No | |
| Are you bondable? | ☑ Yes |
| ☑ No | |
| Do you have a driver’s license? | ☑ Yes |
| ☑ No | |

**EMPLOYMENT HISTORY**

<table>
<thead>
<tr>
<th>Employment Dates</th>
<th>Company Name</th>
<th>Job Title</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. ’08 – Dec. ’11</td>
<td>Joe’s Pizza</td>
<td>bus boy</td>
<td>delivered pizza</td>
</tr>
</tbody>
</table>

**EDUCATION & TRAINING**

| Schooling: | University of the North West – B.A. 2004 |
| High School | |
| University | |
| Other: | Bartending School – Jan. 2005 |
| Other Skills | |
| Other Training | |

Signature
Pair Work (Student B)

You and your partner each have the same application form, but some information is missing from each one. Complete the form by asking your partner questions.

Examples
- What is the applicant’s surname (last name)?
- Is the applicant male or female?

Application for Employment

<table>
<thead>
<tr>
<th>Application Date</th>
<th>Position Applied For</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PERSONAL INFORMATION

<table>
<thead>
<tr>
<th>Name:</th>
<th>Sampson</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name</td>
<td>Last Name</td>
</tr>
<tr>
<td>Address:</td>
<td>Water St.</td>
</tr>
<tr>
<td>Apt/House #:</td>
<td>Street Address</td>
</tr>
<tr>
<td>City:</td>
<td>IL</td>
</tr>
<tr>
<td>State:</td>
<td>60005-1234</td>
</tr>
<tr>
<td>ZIP Code:</td>
<td>60005-1234</td>
</tr>
<tr>
<td>Contact:</td>
<td>(220) 779-2000</td>
</tr>
<tr>
<td>Phone Number:</td>
<td></td>
</tr>
<tr>
<td>Sex:</td>
<td>☐ Male ☐ Female</td>
</tr>
<tr>
<td>SSN:</td>
<td>403-73-0000</td>
</tr>
<tr>
<td>Are you legally able to work in this country?</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>Are you bondable?</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>Do you have a driver’s license?</td>
<td>☐ Yes ☐ No</td>
</tr>
</tbody>
</table>

EMPLOYMENT HISTORY

<table>
<thead>
<tr>
<th>Employment Dates</th>
<th>Company Name</th>
<th>Job Title</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>April '05 – Jan. '08</td>
<td>Big Apple Restaurant</td>
<td>pizza deliverer</td>
<td>cleared tables</td>
</tr>
</tbody>
</table>

EDUCATION & TRAINING

| Schooling: | River Bend High School, Chicago, IL – 2000 |
| University | High School |
| Other: | Bilingual – speak English and Spanish |
| Other Training | Other Skills |
A. Form

Complete the following application form. Filling out an application form for a job is very important. The application must be neat, accurate, and complete. Print clearly and check your spelling. Do not leave out any important information. Make sure that all the information you give is correct. If there is something you don’t understand on the form, ask about it.

### Application for Employment

<table>
<thead>
<tr>
<th>Application Date</th>
<th>Position Applied For</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PERSONAL INFORMATION**

<table>
<thead>
<tr>
<th>Name:</th>
<th>First Name</th>
<th>Last Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>Apt/House #</th>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact:</th>
<th>Sex: Male</th>
<th>Female</th>
<th>SSN: Social Security Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are you legally able to work in this country? Yes [□] No [□]

Are you bondable? Yes [□] No [□]

Do you have a driver’s license? Yes [□] No [□]

**EMPLOYMENT HISTORY**

<table>
<thead>
<tr>
<th>Employment Dates</th>
<th>Company Name</th>
<th>Job Title</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schooling:</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other:</td>
<td>Other Training</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Skills:</th>
<th></th>
</tr>
</thead>
</table>

Signature
B. Matching

Match the expressions on the left with the correct meanings on the right.

1. position desired
2. surname
3. maiden name
4. bondable
5. valid
6. previous employer
7. legally entitled to work
8. duties
9. skills
10. qualifications
11. salary
12. wages
13. graveyard shift
14. references
15. applicant
16. job title
17. relocate
18. N/A

a) place you last worked
b) abilities, things you can do
c) not applicable, doesn't apply in this situation
d) money earned per hour
e) late-night work period
f) last name or family name
g) money earned per month or year
h) no criminal record, so employer can get insurance on the employee
i) person applying for a job
j) effective, current, legal
k) woman’s surname before marriage
l) allowed by law to work
m) job wanted or applied for
n) skills, experience, education needed for a job
o) move to a different place
p) responsibilities, things employee must do at work
q) name of the work position
r) names of the people who can give positive opinions about the applicant
C. Sentences

Fill in the blanks with the correct word or expression from the list on the right.

1. His previous employer gave him a very good __________________ because he was an excellent worker.
2. You don’t need experience for that job. The company will __________________ you.
3. You shouldn’t hire a cleaning company to clean your home unless their workers are __________________ .
4. The restaurants will __________________ many waiters when the tourist season is over.
5. When you write your __________________ , you should include your education, skills, and work experience.
6. Mario wants to quit his job. He doesn’t like working the night __________________ .
7. When Joe applied at the store, the manager told him there were no jobs __________________ .
8. Knowing a second language is an __________________ if you work in a hotel.
9. Besides a good salary, the company offers many __________________ such as medical insurance, a pension plan, and a three-week paid holiday.
10. He works at a fast-food restaurant. His hourly __________________ is eight dollars.
11. He won’t get the job. He doesn’t have the necessary __________________ .
12. A __________________ is an organization of workers.
13. It is __________________ to have a car if you are a traveling salesperson.
14. John earns $10.00 an hour, but his boss promised to give him a __________________ in a few months. He’ll probably be making $11.50 an hour then.
15. Most workers __________________ by the age of 65.
16. You should apply to ABC Co. right away.
   I hear they are planning to __________________ 20 new employees.
17. The boss is going to __________________ John because he is always late.
## Class Activity

Walk around the classroom and ask your classmates questions. Write the questions in the spaces provided below, and write your classmate’s name on the right if he/she answers “yes.”

<table>
<thead>
<tr>
<th>#</th>
<th>Find someone...</th>
<th>Question</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>who can type well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>who was laid off recently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>who prefers manual work to office work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>who has worked a night shift at some time in his/her life.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>who has belonged to a union.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>who likes working outdoors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>who is willing to train for a new occupation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>who enjoys working with computers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>who reads the want ads in the newspaper regularly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>who has written a resume in English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>who looks for jobs on the Internet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>who is very resourceful.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>who always tries to be punctual.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>who can type quickly.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Review

Your teacher will now assess your ability to read help wanted ads.

Task

READ & RESPOND

Your teacher will give you a page of help wanted ads. Answer the questions. Your teacher will tell you whether to write or respond orally.

1. Summarize the job description of the first ad.

2. Are there any jobs that do not require experience? If so, which one(s)?

3. Explain the term _______ in ad # ________.

4. Do any jobs mention a salary or wage? (Name one or two if available, and indicate the rate.)

5. Which job are you most qualified for? Why?

6. Do any of the ads have abbreviations? Write any abbreviations you recognize and the meanings.

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Employment

Break the class into groups of three to discuss the questions in Part A and to complete the chart in Part B. There are some new words you may need to teach in advance of these activities, such as union, stressful, prestigious, retire, etc. It’s a good idea to teach the new words in context, using several examples, and ask students to give sentences of their own to illustrate meaning.

Before students do Part B, ask them to form the questions for the highlighted words to ensure they are asking them correctly. After the students have completed both activities, you may have them report back to the whole class to share their ideas.

Personal Qualities

Before beginning this section, try to elicit vocabulary from the students. Ask them about qualities they think are important for certain jobs and why. Many of the words on the sheet may be new for the students; therefore, the matching exercise has been divided into groups of four.

A. MATCHING

1. d  5. g  9. l  13. o  17. s  21. v
2. a  6. h 10. k  14. n  18. q  22. x
3. b  7. e 11. i  15. m  19. t  23. w

B. DESCRIPTIONS

1. florist  6. pharmacist
2. lawyer, judge  7. veterinarian
3. baker  8. janitor, custodian
4. nurse  9. clergyman, priest, minister, rabbi, etc.
5. security guard  10. chef, cook

(continued on the next page...)

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Help Wanted Ads cont.

A. ABBREVIATIONS

Explain that want ads do not use sentences, but rather shortened forms and abbreviations. Explain the different ways abbreviations are made and give several examples. Have students take turns reading the words aloud to monitor pronunciation and check for comprehension.

B. READING

Have the students first read the want ads individually and then discuss the questions in Part C with a partner.

C. DISCUSSION

Answers will vary.

D. COMPREHENSION

1. Job #6 doesn’t require experience.
2. References are required for jobs #1 and #4.
3. Jobs #1, #3, and #4 are full-time.
4. This means it is helpful to have but not required.
5. Job #1 requires a neat appearance.
6. Job #6. Job #4 mentions that the salary is negotiable.
7. Job #6 says the employer will teach you how to do the job.
8. Jobs #2 and #5 ask for similar qualifications.
9. The similar qualifications are good telephone manners and typing skills (45/60 w.p.m.).

Pair Work

Pair up students and have them ask each other for the missing information. Check to ensure they are forming the questions correctly.

Date: Jan. 10 / 17
Position Applied For: bartender
Name: Luke Sampson
Address: 2-8908 Water St., Chicago, IL, 60005-1234
Phone No.: (220) 779-2000
Sex: male
Are you legally able to work in this country? yes
Social Security Number: 403-73-0000
Are you bondable? yes
Do you have a driver’s license? yes
Employment History:
Jan. ‘12 – Dec. ‘16: Blue Moon Restaurant, waiter, served customers
Feb. ‘08 – Dec. ‘11: Big Apple Restaurant, bus boy, cleared tables
April ‘05 – Jan. ’08: Joe’s Pizza, pizza deliverer, delivered pizzas
Education and Training:
University: University of the North West – B.A. 2004
High School: River Bend High School, Chicago, IL – 2000
Other: Bartending School – Jan. 2005
Other Skills: Bilingual – speak English and Spanish
(continued on the next page...)
Teachers' Notes cont.

Application for Employment

A. FORM

Have students fill in the form individually in class or assign it for homework. This task can be used or repeated for assessment. Use page 9 from Shared Criteria for Success for an assessment tool, or personalize your own. https://esllibrary.com/resources/2352

B. MATCHING

1. m  4. h  7. l  10. n  13. e  16. q
2. f  5. j  8. p  11. g  14. r  17. o
3. k  6. a  9. b  12. d  15. i  18. c

C. SENTENCES

1. reference  7. available  13. essential
2. train  8. asset  14. raise
3. bondable  9. benefits  15. retire
4. lay off  10. wage  16. hire
5. resume  11. qualifications  17. fire
6. shift  12. union

Class Activity

Elicit question formation for the first few questions before beginning this activity. You can choose to have students write all the questions before they circulate or write them out as they go.

Review (Assessment Task)

Print or take a screenshot of a page of help wanted ads (about 5–8 ads, local and current if possible). Hand out the ads and the question sheet. Add your own word to question 3. You can decide whether you want your students to respond orally (one-to-one) or in writing. For a Reading assessment tool, you can personalize one of these forms: https://esllibrary.com/resources/2132. For a ready-made tool, use page 10 from Shared Criteria for Success: https://esllibrary.com/resources/2352.

SPELLING NOTE:

This lesson shows the American spelling of the words License, Traveling, and Practice. Most other English-speaking countries spell these words this way: Licence, Travelling, and Practise (when used as a verb; Practice when used as a noun). Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

EDITOR’S NOTE:

Teach your students that certain adjectives such as well groomed and well known use a hyphen before a noun but don’t use one after the Be verb.

• The well-groomed executive addressed the employees.
• It’s important to be well groomed when you work in an office.