

4

Looking for work

Curriculum coverage

Listening and speaking

- Listen to and discuss a radio interview about employment trends Sd/L1.2a; Lr/L1.1a, 6a
- Listen to and take part in a job interview Sc/L1.4b; Sd/L1.1b; Lr/L1.1b, 2b
- Express views and opinions about work Sd/L1.1c, 2a
- Talk about skills and experience Sc/L1.1c, 2b, 3a, 4a, 4b; Sd/L1.2c; Lr/L12d

Skills

Reading and writing

- Read about interview skills Rt/L1.1a; Rs/L1.1a; Rw/L1.2a
- Prepare and write a CV Rt/L1.1a, 2a, 4a; Wt/L1.1a, 2a, 4a, 5a, 6a
- Understand other documents for job applications Rt/L1.2a, 4a, 5a; Wt/L1.1a, 1b, 2a, 5a

Skills

Key functions

- Describing skills and experience
- Describing likes and dislikes

Key grammar

- Present perfect continuous
- Second conditional
- Verb + gerund

Resources to support the unit

- Audio player and recording
- Dictionaries
- Access to computers and the Internet if possible
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- A selection of personnel specifications (teacher's own)
- A selection of CVs in different styles and formats (teacher's own)
- Job advertisements from newspapers (teacher's own)
- A video of a job interview to demonstrate body language (teacher's own)

Page 1

Looking for work

Rationale

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

Task

- Use the pictures to set the context and start a discussion on individual experiences of work. For those learners with a work history in their first country, emphasise the importance of acquiring the vocabulary and grammar to describe their skills and experience.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

Page 2

Employment in the UK

Materials

- Audio – radio interview

Rationale

To set the context of the unit and raise awareness of the UK labour market; to practise listening for main ideas

Activity A *Listening: work today*

Task

- Use the pictures to stimulate a discussion on changes in the nature of work and working practices for task 1.
- Task 2 is a fairly difficult listening activity because of the specialist vocabulary, so you may wish to pre-teach or elicit some of the vocabulary before learners listen and note the interviewer's questions.

Activity B *Quiz: employment in the UK*

Pre-task activity

- Get learners to look through the quiz and discuss it with other learners/look up new vocabulary.

Task

- Run task 1 as a competition if your group would enjoy this. Tell learners they do not have to remember everything from the audio – they can answer from general knowledge or guess. They should try to agree on the answers or vote.
- Play the audio again for learners to check their answers for task 2. In a feedback session, ask if they found anything surprising about the answers.

Differentiation

- For learners who are less confident in listening, break the listening down into manageable chunks and stop after each point is covered, or let learners look at the audio script.

Extension

- Ask learners to compare UK working practices with those in their country of origin and describe any changes in how and where people work.

Page 3

Imagine if ...

Materials

- Photocopiable resource – cue cards

Rationale

To introduce the second conditional and usage in an employment context

Activity A *Speaking: work in the future*

Pre-task activity

- You may wish to revise or pre-teach the language for giving opinions, agreeing and disagreeing.

Task

- Appoint a more-confident learner to chair the discussion and ensure everyone has their say. Tell each group they should add two or three of their own suggestions for the future to the list. Get groups to give feedback for a class discussion.

Activity B *Language: the second conditional*

Pre-task activity

- Review short forms of would – *I'd, he'd, I wouldn't, she wouldn't*, etc.
- Go through meaning and form, putting the example from page 3 on the board. Do further examples if necessary until learners are clear. Point out that a comma is not used if the *would* clause is put first.

Task

- Learners make sentences in pairs for task 1. Monitor them for accuracy. Feedback on correct and interesting sentences and errors of form.
- For task 2, give out the cue cards from the photocopiable resources and get two more confident learners to demonstrate in open pair work. Encourage follow-up questions.
- You could run this as a team game with two teams, giving points for correct grammar in questions and answers.

Differentiation

- Allow learners who need more written reinforcement to write their questions for task 2, but tell them they will need to remember, rather than read, for the activity.

Extension

- Learners work in pairs. They imagine they could choose any job they wanted, then describe the job and how their lives would change if they had it. You may need to pool ideas using an example to get learners started. Get pairs to report back on what their partner said.
- There are numerous games you can play with the second conditional. One is an elimination game: one learner starts a sentence and the next finishes it. For example, *If I worked in a bank ... I'd steal all the money*. Continue around the class; those who do not respond quickly are out.

Pages 4 and 5 Job advertisements

Materials

- Job advertisements from local newspapers (teacher's own)
- Access to computers and the Internet if possible

Rationale

To raise awareness of specialist vocabulary, layout and design in job advertisements

Activity A *Vocabulary: skills and experience*

Pre-task activity

- Set the context by asking learners where they look for jobs.

Task

- Focus on task 1 by asking learners to come up with clear definitions and then getting the others to give feedback.
- Provide either local newspapers or a set of advertisements for task 2.
- In task 3, ensure learners understand that they do not need to have a job to have these skills, which are just as likely to be relevant in other contexts. Encourage them to think about these skills in relation to their personal or working life. Demonstrate with more confident learners.

Activity B *Reading: a job advertisement*

Pre-task activity

- Learners can discuss task 1 in pairs. Feedback to the whole class. Go into a little more detail about the job of learning support assistant and the different roles (language, special needs, etc.). Ask for any personal experiences.
- Task 2 is essentially a prediction exercise, so tell learners to concentrate on the skills and experience an advertisement for a learning support assistant might mention.
- After learners have read the advertisement and completed task 3, ask them if they thought the level of experience and skills needed was about right.
- Elicit the meaning of any lexis/abbreviations they may not know, e.g. LW = London weighting.

Differentiation

- Learners with reading skills below this level will need to spend longer deconstructing the job advertisement.

Activity C *Writing: designing a job advertisement*

Task

- The first task is a tongue-in-cheek exercise to set the context. Tell learners they will need to justify their choices. Use feedback for a class discussion.
- Tell learners they will need to reach a consensus in task 2 if they are going to work on the advertisement together.
- Learners use the advertisement on page 5 as a model text for task 3. Elicit the key areas to include in the advert and list them on the board as a checklist for learners.
- Ideally, the advertisement should be done on a word-processor. If learners do not have access to one, do the rough design in class and get someone to take it home and do it on a computer.

Differentiation

- Learners who are skilled in word-processing and have access to computers may want to produce a more intricate design/layout for the advertisement.

Extension

- Bring in (or get learners to bring in) a range of job advertisements to compare and contrast.
- If learners have Internet access, get them to compare on-line advertisements with newspaper advertisements.

Pages 6 and 7 **Describing your experience**

Materials

- Photocopiable resource – picture prompts

Rationale

To introduce the present perfect continuous for discussing experience up to the present and verb + gerund for talking about likes and dislikes (however, the emphasis should be on the range of grammar needed to talk about skills and experience)

Activity A *Listening: modern skills*

Task

- Current government policy is to build a flexible workforce with a minimum level of literacy, numeracy, language and IT skills. The government argues that these are necessary for almost any job. Ask for learners' views on this for task 1.
- In task 2, tell learners to concentrate, for now, on what Solomon says about skills. (They listen to the audio again in Activity B.) Check their answers.

Activity B *Language: the present perfect continuous*

Task

- In pairs, learners work out/review the concept and form of the present perfect continuous tense for task 1. In a feedback session, check that they are aware that we use the present perfect continuous to talk about actions which started in the past and continue up to the present, and that they are clear about how it is formed.
- In task 2, get learners to try to work out the answers before playing the audio.
- In task 3, tell learners to think of a job they would be good at/would like to do. What experience do they have which would be relevant or valuable for that kind of work? They then write four sentences using the present perfect continuous. Monitor and check for accuracy. Get learners to cover their sentences and tell their partner what they wrote.

Activity C *Language: using different tenses to describe your experience*

Task

- Get learners to do task 1 in pairs and check their answers as a group. To focus the task, tell them you will ask them to explain why each tense is used.
- For task 2, refer learners back to the job they chose in Activity B task 3. They should make notes under similar headings to Zeena's about their own experience. Emphasise that the task is to make notes, not write sentences.

- Demonstrate task 3 in open pair work with more confident learners to get a good range of tenses.
- Try task 4 with the class making questions based on Zeena's notes first, to show where the present perfect continuous can and cannot be used.

Activity D *Language: discussing likes and dislikes*

Task

- Tell learners they will need to listen through to the end of the audio in task 1 to discover the precise job that Solomon does.
- For task 2, go through the expressions before listening to check that learners understand.
- For task 3, give each pair a set of picture prompts from the photocopiable resources face down. Tell them that what is represented by the picture is up to them, but it should be reasonably obvious. They should respond using each expression only once if possible.

Differentiation

- You may wish to elicit and revise the grammar with those learners who are already familiar with it.
- There is a lot of language in this two-page section – you may not want to cover all of this in one session with groups not already familiar with the grammar.

Extension

- Learners are likely to need considerable practice in order to build fluency in using different tenses. To provide further practice, get them to describe each other's experience and that of someone they know.

Page 8 Writing a CV

Materials

- Access to computers if possible

Rationale

To introduce learners to the conventions of CV writing, and to enable them to plan their own CV

Activity A *Reading: planning and organising a CV*

Pre-task activity

- Spend some time discussing learners' experiences of writing CVs. Many learners lack confidence in their ability to produce a CV, so this has the potential to be a very empowering session. Point out that having a CV professionally produced, as some learners do, is often a waste of money as they will need to tailor their CV to a particular job. Furthermore, there is plenty of free help provided by job centres and employability schemes.

Task

- You may want to tell learners that there are very few hard and fast rules about CVs, and that even established conventions can change. The true and false exercise represents a general consensus in UK websites, but even this is contradicted by a few websites. Go through the answers as follows:
 - True. The general consensus (not universal) prefers an impersonal style (not using *I*). Solomon's CV on page 9 serves as an example of this.
 - False. Generally, references should go in a covering letter – the reason is that it leaves more room to show skills and experience.
 - False. A CV should be as short as possible. The consensus is that prospective employers do not look beyond two pages.
 - False. It is not necessary to detail age, gender, marital status or number of children.
 - True. Discuss the convention that we do not put anything negative on a CV.
 - False.
 - False. Experience should be listed in reverse chronological order. Very old experience is not usually put down. The consensus is that school is not relevant at all (except for recent school leavers).
- In a feedback session, discuss the fact that you organise the CV according to the job you are applying for – Solomon's is the most typical way, but not the only way.
- Task 2 is a prediction activity, so make sure the CV on page 9 is covered up.

- Learners match the headings to the different parts of Solomon's CV in task 3. Emphasise that this is not the only way to organise a CV. Education, for example, will often come before training, but as Solomon is looking for a job as a shop manager he has decided his training is more important.

Activity B *Language: vocabulary*

Task

- Tell learners to look at the 'Experience' section of Solomon's CV for task 1. Spend some time discussing this task and possibly different cultural conventions. In the UK, it is necessary to really sell oneself both on a CV and at interview. At the same time, arrogance is frowned upon, hence the absence of the personal I on many CVs.
- You may want to do task 2 as a class to maximise the list.

Activity C *Writing: your CV*

Task

- You will probably need to devote a whole lesson to this activity. Learners are likely to need a lot of input. It may be helpful to put those with similar work or educational backgrounds together.

Differentiation

- There is likely to be a wide variation in learners' ability to produce a usable CV. If you have computer access, run a CV workshop, getting learners to help each other.
- Get learners who complete their CVs quickly to move on to another area such as letters of application while you help others.

Extension

- A CV must be word-processed. If you do not have access to a computer, find out where learners can access one to draft their CV. Run a subsequent workshop to improve their CVs.

Pages 10 and 11 **Interview skills**

Rationale

To prepare learners for and introduce them to conventions of job interviews; to enable learners to relate parts of text to each other and to use knowledge to work out meaning

Activity A *Reading: interview do's and don'ts*

Task

- Learners don't have to describe a job interview in task 1 – it could be another kind of interview. Mention or elicit the different kinds of interview (formal/informal, panel/individual, etc.). After feedback, lead a class discussion on what they think makes a successful interview. Put the main ideas on the board.
- Pre-teach or elicit any necessary vocabulary for task 2, in particular *personnel specification*. Tell learners to read the sentences before and after the gaps carefully.
- Again, point out that the surrounding text will help to work out the meanings in task 3. Before learners check their answers, go through asking them to reword the phrases.

Extension

- Discuss whether the style of the text is formal or informal.

Activity B *Speaking: interview priorities*

Task

- To focus the discussion, get learners to number the interview tips in Activity A task 2 in order of importance.

Differentiation

- For learners with less developed reading skills, start the reading tasks at task 3, eliciting or pre-teaching the meaning of the phrases.
- You could also split the reading up – doing prediction, then reading each section.

Extension

- Get learners to make a personal checklist of interview do's and don'ts.

- Lead a discussion on cultural or gender differences in interviews.

Page 12

Reading a personnel specification

Materials

- Photocopiable resource – personnel specification for call centre manager
- Photocopiable resource – copies of the two CVs (sufficient for one per group of three)

Rationale

To familiarise learners with the language and format of personnel specifications

Activity A *Reading: call centre manager*

Pre-task activity

- Lead in by reminding learners what a personnel specification is.

Task

- Give out copies of the personnel specification from the photocopiable resources. Ensure that learners read only the first part. Use feedback to discuss call centres and any experiences of dealing with them for task 1.
- For task 2, ask learners to think about the skills and abilities required for the job. (Remind them that this is a manager's job.) Learners then read the rest of the specification and compare their ideas.
- In task 3, get learners to use a dictionary to check unknown lexis. Go through the answers asking them to justify their decisions.

Activity B *Speaking: who is the best candidate?*

Task

- Divide the class into groups of three. Give each group a CV. (There are three CVs: two from the photocopiable resources, and Solomon's from page 9, which they have already seen.) Emphasise the importance of relating the CVs to the specification for task 1.

- For task 2, give learners plenty of time to prepare the presentation. Emphasise the need to be positive even though there are some negative aspects to the two new CVs. Put the three groups together so that they are hearing three different presentations. Take feedback on which presentation was most convincing and why.
- For task 3, refer learners back to the section on CVs on page 8 to remind them of the evaluation criteria. There are problems of style with both of the new CVs and of organisation with Helen Williams' CV.

Differentiation

- Give Solomon's CV to groups with a lower reading level, as they will already be familiar with this.
- Give more confident groups specific and conflicting character types to play at the call centre.

Extension

- Use different specifications and CVs according to your group's interests.

Page 13

The interview

Materials

- Audio – job interview
- Photocopiable resource – job specification
- A video or audio of a job interview (extension task; teacher's own)

Rationale

To provide a model for job interviews; to practise a job interview

Activity A

Listening: Zeena's interview

Task

- Briefly remind learners of Zeena and pre-teach/ elicit any unknown lexis in the job specification. Establish the difference between a personnel specification (specifies the type of person/skills sought for the job) and a job specification (what is involved in the job) before learners make a list of possible questions for task 1.

- Stop the audio at various points if necessary during task 2 to give learners time to compare with their list of questions.
- For tasks 3 and 4, point out the fact that Zeena has clearly thought about why she wants to do the job. Also, the fact that she manages to be very positive despite her lack of experience. She has clearly prepared for the questions.

Activity B *Speaking: practising interviews*

Task

- Divide the class into two groups: interviewers and candidates. Then further divide into pairs. Give learners plenty of time to prepare for the interviews in task 1.
- After the interviews in task 2, take feedback. Comment on good use of tenses and raise any errors.

Differentiation

- You may need to pre-teach more lexis for the listening with some groups.
- Learners with listening skills at lower levels could see the audio script.

Extension

- Bring in a video or audio of a job interview.

Page 14 **Project**

Materials

- Access to computers and the Internet if possible

Rationale

To bring together the 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 *Work with a personnel specification*

Task

- Provide the learners with a list of internet sites with job listings which they can search to find details of jobs and personnel specifications.
- Bring in copies of local newspapers with advertisements for jobs. Learners can then ring to request information on personnel specifications.

Activity B *Write a CV for a particular job*

Task

- If possible, learners should work on computer to edit a copy of their own CV to match the requirements of the job they have chosen.

Activity C *Interview the candidate*

Task

Where possible organise learners in groups of four for the interview so that one pair can take the role of observers and give feedback on how the interviewee handled the questions.

Page 15 **Check it**

Rationale

To check understanding of some of the language 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 *Correct the mistakes*

Task

- Photocopy the letter on an OHT for feedback with whole group.

Page 16

Mini-projects

Materials

- Access to computers and the Internet if possible

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 tasks. For more information, see the Introduction to the Teacher's Notes.

Activity A *Improve your CV*

Task

- Allocate roles so that some learners locate web sites and others approach the job centre.

Activity B *Plan for the future*

Task

- Useful sources of information would include college career centres, the library and employment services.

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

Photocopiable resources

Page 3

Imagine if ...

Activity B

important interview tomorrow / what wear?

man and a woman equally qualified for a job / who choose?

boss asked you to do something you disagree with / what do?

a highly paid job / how life change?

you a teacher / what subject teach?

saw a colleague stealing / what do?

work in any country / where work?

choose the retirement age / what be?

Pages 6 and 7

Describing your experience

Activity D

<A/W L1.ESOL.2.PR.7a-j: The following day-to-day work and home situations should be very clearly represented in small humorous cut-out black and white line cartoon pictures – no words. The idea is that students have to say whether they like or dislike doing the following things. Show a variety of people (sex, age, ethnic background) doing the various things and labelled a–j:

- a waiting in queues
- b cooking
- c washing up
- d using a computer
- e completing official forms (show a hand/pen with a form with spaces for e.g. NAME ADDRESS DATE OF BIRTH NATIONALITY NATIONAL INSURANCE NUMBER
- f driving a car
- g speaking to lots of people in a public situation
- h doing the cleaning
- i wearing a uniform (uniform should not be specific but easily identifiable as a uniform at the same time), e.g. security guard
- j shopping (for clothes)

All the above to be on cut-out cards, presumably 5 rows of 2.>

Reading a personnel specification

Activity A

Personnel Specification: Call Centre Manager — New Era Energy

JOB DESCRIPTION

The centre receives over 40,000 calls a day. Our 2000 staff deal with anything from billing enquiries from domestic customers to enquiries from large companies wishing to change fuel suppliers. Your job will be to lead and motivate the staff team to provide accurate and rapid responses to sales, billing and customer service enquires.

EDUCATION

Education to degree standard is desirable

SKILLS

- Leadership/management skills are essential
- Extensive experience of quality control is required
- Experience of call centre systems would be an advantage
- You will have a proven track record of meeting and exceeding targets
- Some experience of staff training and recruitment is preferred

Reading a personnel specification

Activity B

Curriculum Vitae

Curriculum Vitae

Helen Williams
24 Stanfield Drive
Manchester M23 4EJ
e-mail: helenw@ttnet.co.uk

Personal Statement

A motivated and experienced call centre worker keen to build a career in call centre management. Keen to leave present employment due to problems with my supervisor.

Interests

Reading and watching TV
Looking after my pets
Jogging

Employment History

1998–2001 Assistant Manager Brady's Bakers

- Saturday job
- Supervised staff of five
- Served customers in shop
- Completed orders

2001–2002 Telephone Adviser Coopers' Catalogue Call Centre

- Dealt with customer orders and tried to ensure speedy despatch
- Ensured customer complaints dealt with politely
- Achieved some targets for number of calls answered

2002–present Team Leader YTEL Call Centre

- Lead a team of ten telephone advisers
- Plan and supervise rotas when I have time
- Try to ensure team achieve and exceed targets
- Sometimes monitor calls for quality and accuracy

Education and Qualifications

- 3 GCSEs: English (B), Maths (C), Art (A)
- 2 A levels: English (B), Art (A)
- Certificate in First Aid

Curriculum Vitae

Vishan Bihari

55 Andover Court
Birmingham B4 6BS
e-mail: VishanB@aardvark.com

Profile:

I have always been an excellent manager and very popular with all the staff. I love working by myself and also with others. I am a very dynamic and charming individual and a natural leader of men in any situation.

Major Achievements:

I helped establish one of India's first international call centres and I was the most popular manager in the centre. I have gained rapid promotion in the Benefits Agency because I have done great work there.

Employment:

2000 to date Section Supervisor: Benefits Agency — Birmingham

I supervise the Incapacity Benefits section which has 24 staff members. Part of my job is to maintain the quality and accuracy of telephone information given to customers. I regularly review the targets given to staff and have always ensured these are met. I am also excellent at dealing with customer complaints because I am able to deal with both higher and lower class people.

1995–2000 Benefits Clerk: Benefits Agency — Birmingham

I was responsible for assessing and processing claims and dealing with customer queries. I was very good at my job.

1990–1993 Assistant Manager: National Banking Call Centre — New Delhi

I assisted in the recruitment of staff for the centre and was involved in training them to use new technology. I also assisted in designing and implementing a target-driven system.

Education:

BA in Business Administration 2.2: University of New Delhi

Training:

Various courses including Quality Assurance, Report Writing, Working with Targets

Personal Details:

Date of birth: 24.2.1970

Marital Status: Married with four children



**LONGFORD
JUNIOR SCHOOL**

Longford Road
London N16 2BU

Learning Support Assistant — Job specification

Purpose of the job

To assist in the support of children with English as a second language.

Supporting the pupil

1. You must be able to show how you would develop an understanding of a child's learning support needs. Some experience of working with children in a learning environment is therefore essential.
2. You will be able to assist a child in learning both in a group situation and by him/herself. A good basic education and an understanding of the ways in which children learn is therefore essential.

Supporting the teacher

1. You will be able to work with the teacher and others in developing a programme of support for a child. You will therefore have some experience of working in a team.
2. Along with the teacher, you will develop a system of recording the child's progress. Some administrative experience would therefore be desirable.
3. You will provide regular reports about the children you support to the teacher.