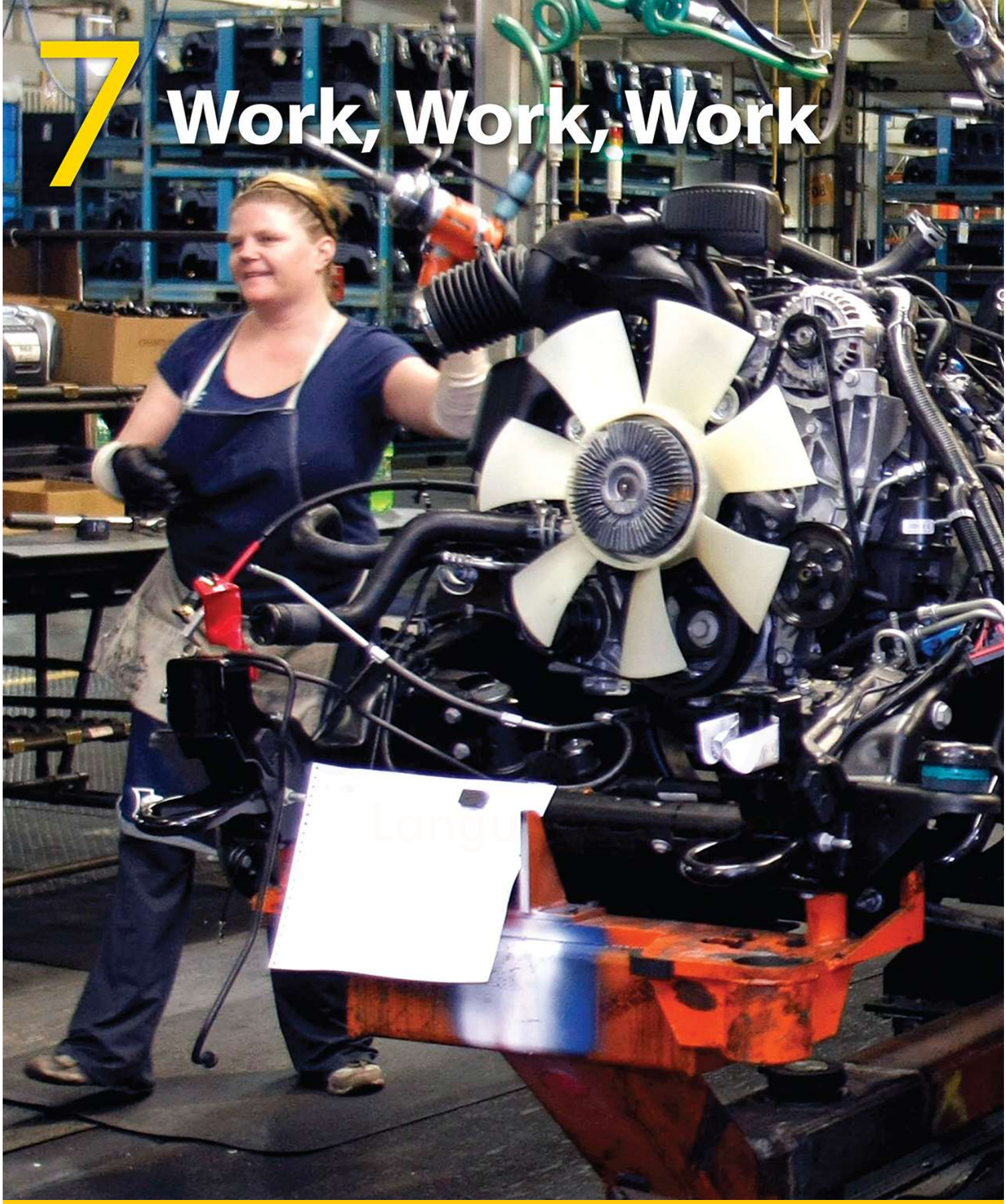
7 Work, Work, Work



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UNIT OUTCOMES

- Evaluate learning and work skills
- Identify jobs and job skills
- Apply for a job
- Interview for a job
- Follow instructions in an office
- Compare and contrast jobs in business administration

Look at the photo and answer the questions.

1. Where are the women in the photo?
2. What is the machine in this photo?

Two women work on an assembly line at the General Motors Flint Assembly Plant in Flint, Michigan.

1. What is an assembly line?
2. Do you think the two women in the photo have a difficult job? Why?

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LESSON 1

A Good Student and Employee

GOAL ▶ Evaluate learning and work skills

A **LIST** What characteristics do a good student and a good employee have?

Student	Employee

B Read about Dasma and good work habits. Underline any new words.



Dasma is an English student in Dearborn, Michigan. She needs a job. She had several jobs before she started studying. She was a cashier and an administrative assistant. She's a good worker and a good student. She comes to school on time every day, participates, and has a positive attitude. She helps other students and they help her.

Good work habits are very important in the United States. Employees who come on time, work hard, and cooperate are more successful than other employees. Good work habits in the classroom are similar to good work habits in the workplace.

C **EVALUATE** Are you a good student with good work habits? Circle the number that best describes you.

	Never			Always
1. I come to class every day.	1	2	3	4
2. I come to class on time.	1	2	3	4
3. I participate in class and in groups.	1	2	3	4
4. I do my homework.	1	2	3	4
5. I listen carefully.	1	2	3	4
6. I help others.	1	2	3	4

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D **INTERPRET** **Look at Dasma's employee evaluation form from 2023.**

Fairview Hotel Employee Performance Review			
Name: Dasma Shir		**Supervisor:** Patricia Bastos	
Position: Administrative Assistant			
Date: January 4th, 2023			
EVALUATION			
	E = Exceeds Expectations	**G = Good**	**NI = Needs Improvement**
1. Attendance	☐	☐	☐
2. Quality of Work	☐	☐	☐
3. Commitment	☐	☐	☐
4. Relations with Others	☐	☐	☐
5. Job Knowledge	☐	☐	☐
Dasma is a new employee. She still has more to learn.			
6. Attitude	☐	☐	☐
Dasma enjoys her job and is always cheerful.			
Supervisor's signature: _____			
Employee's signature: _____			

E **Listen to the conversation between Dasma and her boss about her evaluation. Check the correct information (*E*, *G*, or *NI*) on the form.**

F **RANK** **In a group, talk about which characteristics are the most important to have at work. Number the characteristics from 1 to 6. *1* is the most important characteristic.**

_____ Comes to work on time

_____ Does quality work

_____ Is committed to the company

_____ Works well with others

_____ Understands the job

_____ Has a positive attitude

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G **Study the charts with your classmates and teacher.**

Future: *Will* (Affirmative)			
Subject	***Will***	**Base Verb**	**Example Sentence**
I	will	come	I **will come** to class on time.
You		listen	You **will listen** carefully and follow directions.
He		work	He **will work** hard.
She		understand	She **will understand** the job.
It		help	It **will help**.
We		have	We **will have** a positive attitude.
They		do	They **will do** their homework.

Future: *Will* (Negative)			
Subject	***Will***	**Base Verb**	**Example Sentence**
I / You	will not (won't)	come	I **won't come** to class late.
He / She		leave	He **won't leave** class early.
It		help	It **won't help.**
We / They		forget	We **will not forget** our homework.

H **Complete the sentences with the future form of the verbs in parentheses. Use the affirmative for things that are good to do at school. Use the negative for things that are bad to do at school.**

1. I *will come* (come) to school on time every day.
2. Barry _____ (smoke) in class.
3. We _____ (participate) in groups.
4. You _____ (have) a positive attitude.
5. They _____ (forget) their notebooks.
6. I _____ (listen) carefully.

I **PLAN** **Work with a partner. Talk about two things you plan to do at school. In your notebook, write your ideas and your partner's ideas using the future.**

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LESSON 2

What Can You Do?

GOAL ▶ Identify jobs and job skills

A **IDENTIFY** **Write each job title under the correct picture.**

administrative assistant	home health aide	hotel clerk	musician
construction worker	homemaker	landscaper	retail salesperson



Kim

1. _____



Chang

2. _____



Ivan

3. _____



Diwa

4. _____



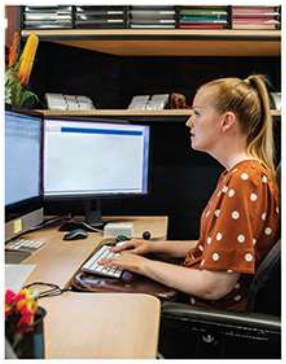
Imani

5. _____



Avi

6. _____



Claire

7. _____



Keegan

8. _____

B **Practice the conversation. Make new conversations using the information in A.**

Student A: What does Claire do?

Student B: She's an administrative assistant.

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C **Work with a partner. Look at the tools and instruments. Discuss what they are used for.**



blood pressure monitor



wrench



wheelbarrow



computer

D **CLASSIFY** **Look at the jobs and write one or two tools or instruments for each job. Then complete the skills using the words in the box.**

builds houses	helps students	repairs machinery	writes emails
checks blood pressure	listens carefully	trims trees	writes programs
checks people in	prepares meals		

Job	Tool or Instrument	Skill
administrative assistant		
computer programmer		
construction worker		
cook		
hotel clerk		
landscaper		
mechanic		
nurse		
student		
teacher		

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E **INTERPRET** **Dasma is interviewing for a job. Read the skills and work history sections of her job application. Then listen and write the dates and job responsibilities.**

SKILLS
Skills: comfortable with office computer programs and applications, strong in customer service **Languages:** French, Arabic (fluent), and English (beginner)

WORK HISTORY				
Position	**Company**	**From**	**To**	**Responsibilities**
Administrative Assistant	Fairview Hotel			
Reason for Leaving I left to attend school.				
Position	**Company**	**From**	**To**	**Responsibilities**
Cashier	Al Ameer Restaurant			
Reason for Leaving I moved.				

Can	*Can't*
I **can** type.	I **can't** type.
He **can** type.	He **can't** type.

F **According to Dasma's job application in E, what can she do? Write sentences about her skills.**

1. She _____
2. _____
3. _____
4. _____

G **Work with a partner. What can you do? What can your partner do?**

You	**Your partner**
_____	_____
_____	_____
_____	_____

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LESSON 3

Job Hunting

GOAL ▶ Apply for a job

A **INTERPRET** Scan the job posts. Complete the table.

APARTMENT MANAGER
Full-time position for a bilingual (Spanish and English) apartment manager.
Must have two years' experience in painting and doing minor maintenance.

FULL-TIME COOK
Full-time cook position at Martha's Kitchen.
No experience required as training will be given.
Flexible hours.

CASHIER
Part-time cashier position at Franklin's Cinema.
$11.00 per hour.
No experience necessary.

DRIVER
Full-time driver position for Alexander's Furniture Warehouse.
$16.75 per hour.
Commercial driver's license required.
Monday–Friday, 6:00 a.m.–2:30 p.m.

LEGAL ASSISTANT
Full-time position for a bilingual (Farsi and English) legal assistant at Smith and Khan Law Offices.
Good organizational skills required.
Available immediately.

ESL TEACHER
Part-time position for an ESL teacher at Casper Education Center.
BA and one year's teaching experience required.
Benefits available.

BA
A **B**achelor of **A**rts degree is a degree from a university.

Information	Jobs
full-time	
part-time	
paid hourly	
needs a BA degree	
needs a driver's license	
needs no experience	

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B **Ask and answer questions with a partner about the information in the ads in A.**

EXAMPLE:

1. Is the apartment manager job full-time or part-time?
2. How much experience do you need for the apartment manager job?
3. How many languages do you need to speak for the apartment manager job?

C **COLLABORATE** **Read about the people with your classmates and teacher. Practice pronunciation by emphasizing the words and syllables in bold. Then, with a partner, decide which job in A is best for each person.**

Stress

Place stress on words or syllables that are important in a sentence:

Who is a hard worker?

SILvia is a hard worker.

What kind of worker is Silvia?

Silvia is a **HARD** worker.

1. **Sil**via is a **hard** worker. She can work **full**-time or **part**-time. She speaks **Eng**lish well. She can work in an **office** and is very organized.

Job: _____

2. **Tanh** is always on time for **work**. He has a **driv**er's license and knows how to drive a **truck**.

Job: _____

3. **Let**i has **three** children and wants to stay home with them, but she needs to **work**. She can **fix** things around the house. Her **rent** is **very** expensive.

Job: _____

4. **Ri**go needs a **full**-time po**sit**ion. He doesn't have any ex**per**ience. He wants to learn something **new**.

Job: _____

D **Listen to Gloria and Esteban talk about some of the job posts in A. Write the titles of the jobs they are talking about.**

1. _____
2. _____
3. _____
4. _____

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E **APPLY** Complete the application for yourself.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Name:	**Date:**
Address:	
Social security number:	**Phone:**
Position applied for:	

SKILLS

Skills:

Languages:

WORK HISTORY

Position	Company	From	To	Responsibilities

Reason for Leaving

Position	Company	From	To	Responsibilities

Reason for Leaving

F **Read some Dos and Don'ts of applying for a job online. Look up any new words in a dictionary.**

Do...

- study the job post to learn what the company is looking for.
- prepare a resume that matches the position. Use keywords in your resume.
- check that the site is real, not fake. Research the company before you apply.
- review your application before sending it. Answer all the questions.
- make sure to send your application through a secure website with a login.

Don't...

- lie in your application.
- apply if you think the company may be fake.
- pay to apply for a job.
- email your social security number.

Life ONLINE Be very careful with your social security number. Scammers can use it to steal your identity. Legally, you don't have to give your number until you get the job, but some employers want it so they can do background checks. Politely ask why they need the number if you are worried about it.

G **Search online for "job search websites" for your area. Write three URLs in your notebook.**

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LESSON 4

Job Interviews

GOAL ▶ Interview for a job

A **Dasma is interviewing for another job. Look again at her work history.**

WORK HISTORY				
Position	**Company**	**From**	**To**	**Responsibilities**
Administrative Assistant	Fairview Hotel	December 2019	November 2022	
Reason for Leaving I left to attend school.				
Position	**Company**	**From**	**To**	**Responsibilities**
Cashier	Al Ameer Restaurant	June 2016	November 2019	
Reason for Leaving I moved.				

B **Listen to the conversation and choose *True* or *False*.**

1. Dasma was a cashier at Al Ameer Restaurant. True False
2. Dasma was a desk clerk at the Fairview Hotel. True False
3. Dasma answered the phone at the Fairview Hotel. True False
4. Dasma talked to guests at the Fairview Hotel. True False

C **Read and listen to the conversation. Check your answers to B.**

Ms. Cardoza: Good afternoon, Ms. Shir. Please sit down. I have your application here. You were a desk clerk at the Fairview Hotel and before that you were a cashier. Is that right?

Dasma: I was an administrative assistant at the Fairview Hotel. I wasn't a desk clerk.

Ms. Cardoza: Oh, yes, that's right. What kind of work did you do?

Dasma: I checked reservations and wrote emails.

Ms. Cardoza: So, you didn't answer the phone or talk to guests?

Dasma: No, I didn't talk to guests, but I learn quickly and speak many languages.

Ms. Cardoza: Did you work in the evenings?

Dasma: No, I didn't work in the evenings. I finished at 6:30 p.m.

Ms. Cardoza: Thank you, Ms. Shir. We will call you.

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D **Read about job interviews. Look up any new words in the dictionary.**

The job interview is an important step in getting a job. Yes, the application is important—a well-presented application can help you get an interview, but a bad interview means no job! **Interviewers** look for many things in an interview. **Among other things**, the **employer** wants an **employee** who has a positive attitude and is confident. The employer knows that a worker with a good attitude will probably work hard and stay on the job.

The **prospective** employee will show confidence in many ways in the interview. For example, he or she will look the employer in the eye and give a **firm** handshake. He or she will speak confidently and listen carefully to the questions. The **interviewee** will also dress nicely and be prepared for the interview by doing research about the company and the position. All of these things—**along with** not smoking, eating, or chewing gum—will ensure a good interview.

E **SOLVE** **Match the new words with the definitions or examples.**

_____ 1. along with	a. company; boss; supervisor
_____ 2. among other things	b. including
_____ 3. employee	c. possible in the future
_____ 4. employer	d. strong
_____ 5. firm	e. the person giving the interview
_____ 6. interviewee	f. the person in the interview who is looking for a job
_____ 7. interviewer	g. There are many things. This is one of them.
_____ 8. prospective	h. worker

F **Some interviews are online. Read the list. With a group. Write a check (✓) next to the things you should do in an online interview, and write X next to what you should not do.**

Life ONLINE

be casual during _____	keep a messy desk _____
choose a busy place before _____	look into the camera during _____
prepare your materials before _____	answer your phone during _____
come a few minutes early _____	test the technology before _____

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G **Study the charts with your classmates and teacher.**

Simple Past (Regular)	
Subject	**Past Verb (Base + *-ed*)**
I / He / She / It We / You / They	checked. worked. cooked.

Simple Past: *Be*	
Subject	***Be***
I / He / She / It	was.
We / You / They	were.

Negative Simple Past (Regular)		
Subject	***Did* + *not***	**Base Verb**
I / He / She / It We / You / They	did not (didn't)	check. work. cook.

Negative Simple Past: *Be*	
Subject	***Be* + *not***
I / He / She / It	was not (wasn't).
We / You / They	were not (weren't).

H **Refer to A and answer the questions using the negative simple past.**

1. Was Dasma a student in 2022?

   Dasma wasn't a student in 2022. She was a student in 2023.

2. Did Dasma move in 2015?

   Dasma _____ in 2015. She moved in 2019.

3. Did Dasma work at the Fairmont Hotel?

   Dasma _____ at the Fairmont Hotel. She worked at the Fairview Hotel.

4. Did Dasma and Ms. Cardoza talk about the weather?

   Dasma and Ms. Cardoza _____ about the weather. They talked about Dasma's work experience.

5. Were Dasma and Ms. Cardoza at a restaurant?

   Dasma and Ms. Cardoza _____ at a restaurant. They were in an office.

6. Was Dasma late for the job interview?

   Dasma _____ late for the interview. She was on time.

I **CREATE** **Work with a partner. Write a conversation that is a job interview. Share it with the class.**

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LESSON 5

How Does It Work?

GOAL ▸ Follow instructions in an office

A **IDENTIFY** **Write the correct letter next to each object in the picture.**

a. badge	b. badge reader	c. laptop	d. plug	e. printer/copier



B **SEQUENCE** **Listen to the instructions for the copier. Number the instructions in the correct order.**

_____ Choose the number of copies.

_____ Place the original on the glass.

__1__ Open the lid.

_____ Press the Start button.

_____ Close the lid.

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C **Write the names of the objects.**







1. _____ 2. _____ 3. _____

D **Use the words from the box to complete the directions. Then write the task that you want to complete. You may use some of the words more than once.**

choose	close	enter	open	put	wait
click	connect	follow	press	select	

1. **Task:** _____
   - _____ the document on your computer.
   - _____ File > Print.
   - _____ the number of copies.
   - _____ the Print button.

2. **Task:** _____
   - _____ your badge in front of the badge reader.
   - _____ for the light to turn green.
   - _____ the door.
   - _____ the office.

3. **Task:** _____
   - _____ the machine to a computer or a network.
   - _____ the lid.
   - _____ the item face down on the screen.
   - _____ the lid.
   - _____ Start.
   - _____ the instructions on your computer screen.

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E **Study the chart with your classmates and teacher.**

Imperatives		
	Base Verb	**Example Sentence**
~~you~~	open follow print	Open the document. Follow the instructions on your computer screen. Print your document.

F **We use imperatives to give instructions. Write the instructions for the objects in C. Start each sentence with a verb.**

Projector Instructions

Turn on the projector. Plug the video cable into the computer. Open your document.

Share your screen.

Copier Instructions

Tablet Instructions

G **APPLY** **Work in a group. Think of another machine (microwave, washing machine, vending machine, etc.) and write instructions. Look for ideas online.**

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LESSON 6

Explore the Workforce

GOAL ▶ Compare and contrast jobs in business administration

A **INTERPRET** **Look at the infographic and answer the questions.**

1. What education do you need for an administrative assistant position?

2. How much more is the average salary for Tier IV than Tier III?

3. What are the three positions that pay between $30,000 and $40,000?

4. What positions don't require a Bachelor's degree?



B **Match the job title with the description.**

_____ 1. Payroll Clerk	a. manages employees who buy products for the company or organization
_____ 2. Purchasing Manager	b. develops training for employees
_____ 3. Human Resources Specialist	c. manages the payment of wages to employees
_____ 4. Financial Clerk	d. helps find and hire new employees
_____ 5. Training Development Specialist	e. handles money and helps customers with financial transactions

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C **Ask a partner what workers do in different positions.**

Example:

Student 1: *What does an office supervisor do?*

Student 2: *An office supervisor makes sure all office work is done on time and also does many tasks in the office, like filing and producing reports.*

D **Look at the graphic. What parts of the administrative assistant position do you think are most difficult for you? Circle them in the picture.**



E **Work with a group. Rank the job duties from easiest (1) to most difficult (6).**

_____ send emails

_____ write reports

_____ use software programs

_____ design and maintain filing system

_____ maintain financial information

_____ communicate effectively with employees and administrators

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F **Read about English skills needed to be an effective administrative assistant. Where can you go to improve your writing skills?**

Administrative assistants need good skills in writing standard English. They can learn these skills in English as a Second Language classes, standard English classes, and business writing courses at community colleges, adult schools, private language schools, vocational business schools, or through e-learning. If you pay close attention to detail and work hard, you can achieve your goals. If you have good writing skills, the quality of your work will improve your chances of getting a job.

G **Work with a partner. Talk about what you learned about an administrative assistant position. Do you think you can do the work?**

H **REFLECT** **Check what is true about you.**

- ☐ I am friendly.
- ☐ I am good at organizing.
- ☐ I like working closely with others.
- ☐ I manage my time well.
- ☐ I follow instructions well.
- ☐ I like solving problems.
- ☐ I am detail-oriented.
- ☐ I am helpful.

I **INVESTIGATE** **Work in a group. Follow the steps and research office careers.**

1. Go to your favorite search engine.
2. Type "office careers."
3. Open at least three websites.
4. Write five new things you learn.

1. _____
2. _____
3. _____
4. _____
5. _____

J **Choose a job title related to office work. Do a job search online and see if there are any openings within 25 miles of your school or home. What are three duties of the position according to the job post? Write them in your notebook.**

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Review

A **Look at the two sections from Youssouf's job application.**

SKILLS

Technical Skills: Advanced programming; knowledge of many software programs

Languages: French (bilingual)

WORK HISTORY

Position	Company	From	To	Responsibilities
Computer Programmer	Datamix Computers	June, 2021	Present	

Reason for Leaving

Position	Company	From	To	Responsibilities
Assembly Worker	Datamix Computers	April, 2017	May, 2021	

Reason for Leaving
Promotion

B **Look at the skills section. Write sentences about what Youssouf can and can't do.**

1. speak French *Youssouf can speak French.*
2. speak Spanish _____
3. build a house _____
4. use software programs _____

C **Look at Youssouf's job history. Complete the sentences with the correct negative or affirmative form of the verb in parentheses.**

1. Youssouf _____ (work) at Datamix Computers in 2016.
2. Youssouf _____ (be) an assembly worker at Datamix Computers in 2018.
3. Youssouf _____ (start) his first job at Datamix in April, 2017.
4. Youssouf _____ (be) a programmer from April, 2017 to May, 2021.
5. Youssouf _____ (change) his job in April, 2021.

Learner Log

I can interview for a job.
☐ Yes ☐ No ☐ Maybe

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D **Write the name of the objects.**







1. _____ 2. _____ 3. _____

E **Match the correct verb with the instruction.**

_____ 1. Press	a. the paper in the machine.
_____ 2. Place	b. the instructions.
_____ 3. Follow	c. Start.

F **Complete the sentences about school with the future (*will*) affirmative or negative.**

1. I *will come* (come) to work on time every day.
2. We _____ (eat) in class.
3. They _____ (play) basketball in class.
4. I _____ (work) with a partner.
5. You _____ (do) the homework every day.
6. They _____ (have) a good attitude.
7. She _____ (sleep) in class.
8. Dasma _____ (like) this class.

Learner Log

I can follow instructions in an office.
☐ Yes ☐ No ☐ Maybe

I can evaluate learning and work skills.
☐ Yes ☐ No ☐ Maybe

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Review

G Write the name of the job under the picture.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

H Read the job posts. Complete the table below.

HELP WANTED
Full-time facilities manager at John Adams School.
No experience needed.
$17 an hour.
Benefits included.

HELP WANTED
Part-time mechanic.
One year's experience required.
$20.00 per hour.

HELP WANTED
Full-time nurse position at Mayfield Hospital Tuesday through Saturday.
AA degree and one year's experience required.

Position	Pay	Experience	Part-time/Full-time
1.			
2.			
3.			

Learner Log

I can identify jobs and job skills.
☐ Yes ☐ No ☐ Maybe

I can apply for a job.
☐ Yes ☐ No ☐ Maybe

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Make Your Own Company

SOFT SKILL ▶ ACTIVE LISTENING

In a group, you are going to make a new company. Write job advertisements and interview new employees.

1. Form a team of four or five students. In your team, you need:

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone speaks English. Check that everyone participates.	
Student 2: **Recruiter**	Write a classified ad with help from the team.	
Student 3: **Designer**	Prepare an application form with help from the team.	
Students 4/5: **Interviewers**	Prepare interview questions with help from the team.	

2. You are the owners of a new company. What is the name of your company? What kind of company is it?
3. What job are you going to advertise? What information will you put in the advertisement?
4. What questions will you have on the application form? What questions will you ask at the job interview?
5. Interview four students for your job.
6. Decide who you will hire and present your work to the class.

ACTIVE LISTENING

Asking for Clarification

When sharing ideas, it is important that you understand all the ideas clearly. One way to do that is to ask for clarification. Here are some ways to ask for clarification.

Could you say that again, please?
What do you mean exactly?
If I understand correctly, you mean...
I'm sorry, I didn't hear you.

It is also very important that you show respect for the person speaking with your body language by nodding, making eye contact, and not looking down at your phone or around the room.

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Reading Challenge

A **Work with a partner. Answer the questions.**

1. Do you have a career now?
2. Do you want a career?
3. If you want a career, how hard do you want to work for it?
4. What level of English do you need to be successful in your career?

B **Read. Underline any words you don't know.**

C **Based on the reading, what do you think these words mean?**

1. perspectives (line 1)

   a. points of view b. people c. situations

2. passion (line 2)

   a. something you like b. a hobby c. something you're very excited about

3. joy (line 2)

   a. happiness b. sadness c. anger

4. mentor (line 11)

   a. a close friend b. an experienced advisor c. a teacher

D **Choose the best answer.**

1. When Eli left Chile, she wanted to _____

   a. be a teacher. c. make new friends and find mentors.

   b. work in a bank in Chile. d. help other immigrants.

2. Eli studied English in Santa Ana because _____

   a. she wanted to find good teachers. c. she learned quickly.

   b. they had good finance classes. d. she didn't have to pay.

E **Tell a partner Eli's story in your own words.**

F **What steps do you need to take to start a career or achieve other things that you want in life? Write the steps.**

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Hard Work or Passion?

With every experience come new **perspectives** that can shape futures. Finding your **passion** and working hard can lead to success and **joy**. This is true for Elizabeth Dinamarca Clarke.

Eli traveled to the United States in 2001 from her native country of Chile. She wanted to learn English and then return to her country to work at a bank or in finances. She looked for a program that was not too expensive in Southern California. She found a free program at Santa Ana College.

Her first experiences in school changed her view on life. She studied hard both day and night and learned what she called "this crazy language." She also started tutoring others and teaching computer classes at the school while she studied English. She saw the passion of several teachers who today are her **mentors** and friends. These role models helped her develop a love for English, and her feelings about the future changed. She found her passion! She decided to learn English quickly and well so she could one day help other immigrants.

It wasn't easy, and it took a lot of dedication, but Eli completed a master's degree program in San Diego. Now she has a full-time teaching position at MiraCosta College. Eli teaches English and computer classes to immigrants who want to learn the language. There is no doubt that she teaches with the same passion and love for her students that she experienced more than 20 years earlier.



Elizabeth Dinamarca Clarke

"I enjoy helping our students achieve their dreams of learning the language to improve their lives, to communicate in their communities, to further their education, or to simply help their children with homework. Impacting students' lives through teaching is my passion!"



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