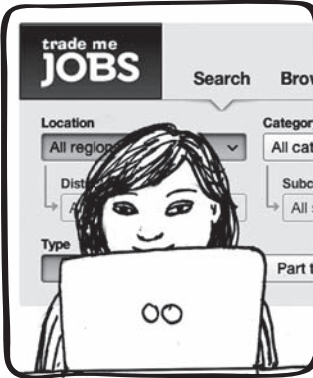
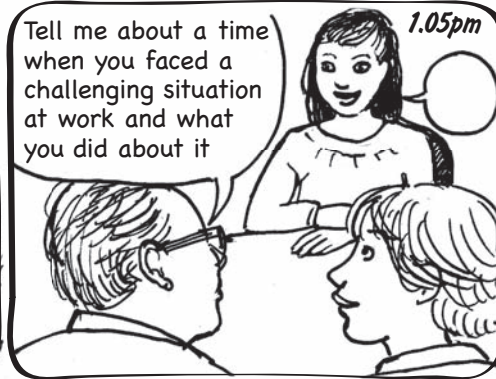
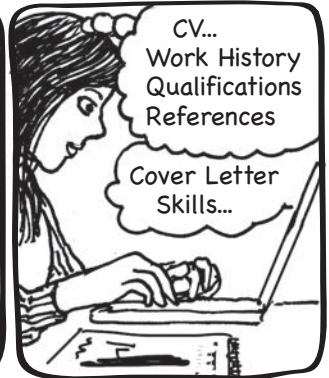


# Job Search



Dear Dan  
 I am interested in applying for the position of Receptionist  
 Please could you send me the application information?  
 Thank you  
 Yours sincerely, Kamla



## Job search – ideas for using the sequence story

**Note for Tutors:** Activities referred to in *Ideas for using the sequence story* are related to the suggested *Vocabulary and text* which you can find on page 10 of this document.

### Warm up – before looking at the picture sequence

Before looking at the picture, discuss your experience of looking for jobs, in New Zealand and in your learner's home country.

Write down *job search* and brainstorm any vocabulary you associate with the topic

### Focus on key vocabulary (see page 10 for suggested vocabulary)

Either provide the learner with a list of target vocabulary and ask her to match the words to what she can see in the picture (Lower level) or brainstorm words with the learner (Higher level)

### Question stories (see pages 11-12 for suggested questions)

Ask a series of questions relating to the sequence. The learner's answers can guide them to retell or write the story of the sequence. You could then compare the learner's version with the original text.

Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

### Jumbled pictures – speaking

Cut the pictures up and jumble them up. Tutor and learner look at them one by one, and discuss what is happening in each picture. When you have discussed each picture put them in order and tell the story. This allows for good recycling of vocabulary.

Alternative class activity. Put the learners into small groups of up to six. Show the learners the first and last pictures and ask them to speculate what the sequence will be about. Give each learner one or two of the cut-up pictures. Tell them not to show it to the others. Learners take it in turns describe their pictures to the group. The group listens and decides on a good order for the pictures. Finally the learners look at all the pictures and revise their story if necessary.

### Jumbled sentences – reading (see page 13 for photocopiable text)

Photocopy the text and cut it up into strips. Each strip relates to one of the pictures. Jumble up the strips. Look at the picture sequence and ask the learner(s) to match the appropriate sentence to the right picture.

### Complete the telephone conversation:

Recreate the other side of the telephone conversation in this picture – for example:



**Point of view:**

Rewrite the text from one person's point of view (for example the employer).

**Gapped text**

Gap out some words in the text after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner's needs, you can focus on particular words: e.g.

- content words from the target vocabulary in the picture (this helps with revision)

*Kamla's friend tells her about a job \_\_\_\_\_ for a receptionist at Dazzling Dental Centre. Kamla goes home and \_\_\_\_\_ the job on Trade Me. She emails Dan at Dazzling Dental Centre asking for the \_\_\_\_\_ information.*

- grammar" words: e.g. prepositions

*Kamla's friend tells her \_\_\_\_\_ a job vacancy \_\_\_\_\_ a receptionist \_\_\_\_\_ Dazzling Dental Centre. Kamla goes home and looks up the job \_\_\_\_\_ Trade Me. She emails Dan \_\_\_\_\_ Dazzling Dental Centre asking \_\_\_\_\_ the application information.*

- articles

*Kamla's friend tells her about \_\_\_\_\_ job vacancy for \_\_\_\_\_ receptionist at Dazzling Dental Centre. Kamla goes home and looks up \_\_\_\_\_ job on Trade Me. She emails Dan at Dazzling Dental Centre asking for \_\_\_\_\_ application information.*

**Kim's game (speaking or writing class game)**

The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.

**Listening practice: True/false**

Say some sentences about the picture, some true, some false: e.g. *Three people interview Kamla.* (False) *A man and a woman interview Kamla* (True)

There are three possible activities here:

- The learner simply says *true* for the true ones and *false* for the false ones.
- The learner repeats the true sentences and stays silent for the false ones (So it's a kind of drill, but the learner has to process the meaning as well as repeat)
- The learner says *true* for the true ones and corrects the false ones: e.g. *no, only two people interview Kamla.*

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

**Dialogues**

- Imagine a dialogue between Kamla and another friend, talking about the process. Kamla's friend wants to get a job and asks Kamla for some advice.

## Extension activities

### Careers Advice

A good starting point is [CareersNZ](#). This is a comprehensive website giving advice on everything from job searching to what to do after the interview. Work through the various parts of the website – here are some ideas of activities that you can do.

### Job skills (Source [Business New Zealand via Careers NZ](#))

- A. Brainstorm essential job skills that employers in NZ are looking for. What is your learner's experience?
- B. Match the beginning and ends of the following phrases to create a list of the ten most important ten job skills NZ employers are looking for

communication...	...in a team
customer service skills –...	...habits and independence
ability to work well...	...numeracy skills
literacy and...	...and organisational skills
confidence learning about and...	...skills
planning...	...solving skills
initiative and a can-...	...in person, on the phone, and online
problem-...	...safety skills.
good work...	...using computers and technology
health and...	...do attitude

### Answers

1. communication skills
2. customer service skills – in person, on the phone, and online
3. ability to work well in a team
4. literacy and numeracy skills
5. confidence learning about and using computers and technology
6. planning and organisational skills
7. initiative and a can-do attitude
8. problem-solving skills
9. good work habits and independence
10. health and safety skills.

### C. Discuss these skills:

- a. Which ones are most relevant to your learner's existing or potential area of work?
- b. Are there any specific skills specific to that area of work which are not on the list?
- c. Which ones are valued in your learner's home country? Which ones might conflict with your learner's home culture (for example in some cultures too much initiative or pro-active problem-solving might be seen as threatening to your bosses' authority).
- d. Which ones can your learner demonstrate? Do they have any concrete examples that they could put in a CV, covering letter or talk about in an interview? Make a list.

## Finding a job:

[New Kiwis](#) is an employment service specifically for new migrants.

Positions are also advertised on [TradeMe](#) and [Seek](#) but there are many more sites listed on Careers New Zealand's [job vacancy and recruitment sites](#) page.

Find a job advert that is relevant to your learner.

Select and learn any important vocabulary. Concentrate on expressions that frequently occur in job ads; and expressions that might be useful to the learner to use in CVs or covering letters. Some examples of this kind of language:

- Great communications skills
- Positive attitude and energy
- Strong time management and organisational skills
- Ability to work unsupervised
- Ability to prioritise
- The ability to work accurately and to deadlines
- Experience using the Microsoft Office Suite

Analyse the job requirements. What skills and experience are needed? How does this fit in with your learner's skills? Do they have any transferrable skills that would be relevant?

## CVs

The CareersNZ website has a [lot of useful information about writing CVs](#). Before consulting it, you can discuss these sentences with your learner and decide whether they are true or false. Why?

1. *The purpose of a CV is to get you a job.*
2. *If your CV is good enough, you don't need a cover letter.*
3. *A CV should be very long and say everything you have ever done.*
4. *Use simple and straightforward language rather than business jargon.*
5. *You can send the same CV for every job.*
6. *In New Zealand relevant skills and experience are more important than paper qualifications.*

## Suggested answers

1. False: The point of the CV is to get you an interview. Think of it as a one-page marketing document. It needs to tell an employer what skills and attitudes you have that are relevant to the job you're applying for, as well as a bit about you.
2. False: An application for a job should always include both a CV and a cover letter. A cover letter should highlight the areas of your CV which are most relevant to the advertised job position.
3. False: For any job position, employers may receive hundreds of applications and will not have time to read very long CVs. Employers may take just 15-20 seconds to initially scan your CV, so it needs to be well-organised, very concise, and clearly set out. If you make a good first impression, they will read your CV more closely.
4. True: (see answer 3 above)
5. False: A one size fits all CV is less likely to get you an interview. CVs should be tailored to the job, highlighting relevant experience and qualifications for that specific position.
6. True. This may be different from the situation in the countries of origin of our learners, where qualifications may be more important.

There are two main ways to organise CVs:

A work-focused CV puts emphasis on your work history by having it at the front of your CV – the more conventional CV.

A skills-focused CV places emphasis on your skills by having them at the front of your CV – useful for applicants with limited work experience or who have been out of the job market for some time

Templates for each of these can be found [on this Careers NZ page](#).

A good way of getting started with your learner is to use the [online CV builder](#).

The next step is to take some relevant job adverts and to tailor the overall CV for each advert.

- a. What should be highlighted, expanded or brought to the fore?
- b. What is not relevant and can be left out?

## Cover letters (photocopy the worksheet on page 14)

This reading exercise is based on the example on the [CareersNZ](#) Website. The letter has been jumbled up. Ask your learner to match each section of the letter to the correct description.

ANSWERS: 1d, 2a, 3f, 4k, 5m, 6i, 7j, 8l, 9h, 10g, 11e, 12c, 13b

After completing the reading exercise, highlight key vocabulary and standard expressions that could be used in your learner's cover letters. Then practise writing your own cover letters in response to genuine job adverts.

More [useful advice](#) on writing cover letters.

## Interview questions

Preparing and rehearsing for interview questions is very important and is a rich source of language. There are [numerous lists of interview questions](#) around from general questions:



- *What are your strengths?*
- *What are your weaknesses?*
- *Why do you want this job?*
- *Where would you like to be in your career five years from now?*
- *What attracted you to this company?*

to more behaviourally focused ones:



- *Give me an example of a time that you felt you went above and beyond the call of duty at work.*
- *Can you describe a time when your work was criticized?*
- *Have you ever been on a team where someone was not pulling their own weight? How did you handle it?*
- *Tell me about a time when you had to give someone difficult feedback. How did you handle it?*

A procedure would be to look at the questions and think of a suitable answer for each one (bearing in mind that this will vary according to the job you are applying for)

You can record the answer and then listen out for:

- Language problems, mistakes or lack of clarity
- Failure to answer the question – particularly being too general rather than specific and credible
- Answer irrelevant to the skills or knowledge needed for that particular job
- Negative presentation rather than emphasising the candidate's qualities.

High level learners might also like to watch and critique examples of interviews on YouTube:

[What not to do at an interview](#)

[A poor interview](#) (with subtitles)  
Compare with

[A more effective interview](#) (with subtitles)

Ways to answer some tricky questions – e.g.

[What are your biggest weaknesses?](#)  
[How would you handle criticism of your work?](#)  
[Top 3 Toughest Interview Questions](#)

## English at Work

The BBC has [a series called “English at work”](#), starting with an interview and moving into typical situations at work. There are a number of ways this resource can be exploited:

1. For listening practice: look at the picture and title and discuss what might be coming up in the episode, answer the question that the BBC has formulated, or make your own comprehension questions
2. As a source of natural vocabulary. Using the pdf script supplied with each episode, look for examples of useful expressions and collocations:

*Firstly, this job is an ideal match for my skills and experience: I've spent several years working in sales and I get on with people easily. Well, I mean, apart from the ones I don't like of course! Secondly, I know Tip Top Trading is one of the fastest-growing companies in London, and I want to be part of that.*

Explore meaning and use, try putting them into another sentence.

3. To stimulate discussions and help the learner formulate their own practical expressions – for example in the [Interview episode](#), three crucial job interviews are asked:
  - *What sales experience can you bring to our company?*
  - *Could you give me an example of good team working during your time there?*
  - *What exactly made you apply for this job at this company?*



And useful expressions are suggested

- *A good example that comes to mind...*
- *I'm particularly proud of...*
- *Timekeeping is important to me.*

Use these to make some questions and answers that are relevant to the learner's own experience.

Another good source of high-level vocabulary can be found on the BBC website in the [Get That Job](#) section

### **Further support**

[Settlement support](#) and [Careers NZ](#) can point you to regional services such as the Auckland Regional Migrant Service, or the local Chamber of Commerce, that may have initiatives to help new migrants find jobs.

Your local English Language Partners office will also be aware of services in your area.

## Job Search – Vocabulary and text

**Note for Tutors:** For ideas about how to use this suggested vocabulary and text, refer to *Ideas for using the sequence story* on page 2 of this document.

### Target Vocabulary (See page 2)

Job vacancy, look up, (receptionist) position, (job) application, CV, curriculum vitae, résumé, education, work history, references, cover letter, job skills, come in, interview, task, interviewer, challenging, previous, strategy, deal, workload, be back in touch, couple of days, suit, letter of offer, employment agreement, post, job tip

### Text

Kamla's friend tells her about a job vacancy for a receptionist at Dazzling Dental Centre. Kamla goes home and looks up the job on Trade Me. She emails Dan at Dazzling Dental Centre asking for the application information. When she receives it, she writes her CV and sends it to Dan with a cover letter. A few days later, Dan calls Kamla and asks if she can come in for an interview. The following Tuesday Kamla goes to Dazzling Dental Centre just before 1pm. She has her interview with Dan and another interviewer. They ask her questions about herself and her work history. After the interview Dan thanks Kamla for her time and tells her that they will be in touch in the next couple of days. A couple of days later, Dan calls Kamla and offers her the receptionist position. He tells her the starting date is Monday 12th August. Kamla texts her friend and thanks her for the job tip!

**Questions for *Question Stories* (see page 2)**

- Pic 1:** Who is in the picture?  
What are they talking about?
- Pic 2:** Where is Kamla?  
What is she doing?  
What website is she looking at? Why?
- Pic 3:** What can you see in the picture?  
Who is the email to?  
Who is the email from?  
What is the email about?  
What is Kamla asking for?
- Pic 4:** What is Kamla doing? Why?
- Pic 5:** Who is in the picture?  
What is he doing?  
Who is he talking to?  
When is the interview?  
How long will the interview take?  
What will Kamla have to do after the interview?  
Where is the interview?
- Pic 6:** Where is Kamla?  
Why is she there?  
What day is it?  
What time is it?  
Who is she talking to?
- Pic 7:** What time is it?  
Who is in the picture?  
What is happening?  
What is Dan asking?  
What do you think Kamla says?
- Pic 8:** Who is speaking?  
What is she asking Kamla?  
What do you think Kamla says?

**Pic 9:** What time is it?  
Who is talking?  
What is he asking Kamla?  
What do you think Kamla says?  
What will Kamla have to do next?

**Pic 10:** Who is in the picture?  
What are they doing?  
What does Dan say?

**Pic 11:** Who is in the picture?  
What is she doing?  
Who is she talking to?  
What does he say?  
How does Kamla feel?  
When will the job start?  
What will he send to Kamla?  
What does she need to do?

**Pic 12:** What can you see in the picture?  
Who is the text to?  
Who is the text from?  
What does the text say?

**Descriptions for *Jumbled sentences* (see page 2)  
Photocopy and cut up**

Kamla's friend tells her about a job vacancy at Dazzling Dental Centre.
Kamla looks up the job on Trade Me.
Kamla sends an email asking for the application information.
Kamla writes her CV and cover letter.
Dan calls Kamla and asks her to come to Dazzling Dental Centre for an interview.
On Tuesday Kamla arrives early for her interview at Dazzling Dental Centre.
During the interview, Dan asks Kamla about a challenging situation at a previous job.
During the interview, the other interviewer asks Kamla about her strategies for dealing with a busy workload.
At the end of the interview, Dan asks Kamla if she would like to ask anything or tell them anything about herself.
After the interview, Dan thanks Kamla and tells her they will be in touch in the next couple of days.
Dan calls Kamla and offers her the job.
Kamla texts her friend and thanks her for the job tip.

## Cover letter (see page 7)

This letter has been jumbled up. Match each section of the **letter** to the correct description.

DESCRIPTION	LETTER
1. Date	a. Reginald Farnham
2. Name of person you are writing to	b. Yours sincerely Lizzie Long
3. Company name and address	c. Thank you for considering my application. I look forward to hearing from you.
4. Salutation	d. 18 February 2014
5. Reference including vacancy number	e. I would very much enjoy having the opportunity to talk with you further to discuss the requirements and expectations of the position, and how I could use my skills to benefit ABC.
6. Reason for writing	f. ABC Sales 85 Tuesday Road Papakura AUCKLAND
7. Recent relevant experience and background information	g. I have been a customer of ABC Sales for a number of years and have always been impressed by the quality of service I have received. I am enthusiastic and professional, and I believe I would fit well into the company's team culture and contribute to the ongoing success of the sales department.
8. Say why you wish to change jobs and why the position interests you.	h. I have enclosed my CV to support my application. It shows that I will bring important skills to the position, including: <ul style="list-style-type: none"> <li>• time management and strong organisational skills</li> <li>• high-level customer service</li> <li>• cash-handling and sales ability</li> <li>• motivation and dedication.</li> </ul>
9. Highlight key skills most relevant to the position	i. I am writing to apply for the position of sales assistant at your company, which was advertised in the Daily Post on 14 February 2014.
10. Positive comments and knowledge about the company, and how they would benefit from employing you.	j. For the past two years I have worked as a sales assistant at a busy shoe store, where I have developed my customer service skills.
11. Final paragraph – requesting an interview.	k. Dear Reginald / Dear Mr Farnham
12. Saying goodbye (leave-taking)	l. Although I have greatly enjoyed this role, I am looking for a new challenge that will provide me with the opportunity to further develop my retail sales career.
13. Signature	m. Re: Sales Assistant Vacancy (vacancy number 40568)