This document contains two guidebooks—a workbook for students and a handbook for teachers. Class activities are designed for English-as-a-Second Language (ESL) students at level 1B of the Washington State Core Competencies. Some activities may be appropriate for level 1A and/or level 2 students too. Materials are based on experience and are designed to help low-level ESL students find an entry-level job, complete the necessary paperwork, and behave appropriately in the workplace. Special emphasis is given to the communication skills needed in the first few days of employment. The books are divided into 9 units, each covering a different subject area. They include the following: "Names of Occupations"; "Experience and Skills"; "Looking for a Job"; "Application Forms"; "The Job Interview"; "Paperwork"; "Learning a Job"; "Safety"; and "Personal Qualities." In addition, the teacher handbook contains an appendix with full-size line drawings depicting various occupations, items, and activities. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)
EMPLOY-ABILITY

Teacher Handbook [and] Student Workbook, Spring 1998

Julia Menard-Warwick
INTRODUCTION:

This handbook was written to accompany the EMPLOY-ABILITY student workbook. Page numbers listed in the directions refer to page numbers in the student workbook, except where "Appendix" is specified. The Appendix is at the end of the Teacher Handbook. Activities are designed for ESL students at Level 1B of the Washington State Core Competencies. Students are assumed to have basic, sentence-level literacy in English. Some activities may be appropriate for Level 1A and/or Level 2 students as well. Materials are based on activities that Whatcom Community College ESL teachers have done in class; they are also based on the SCANS skills. They are designed to help low-level ESL students find an entry-level job, complete the necessary paperwork and behave appropriately in the workplace. Special emphasis is given to the communication skills needed in the first few days of employment (see Unit 7). Many activities specify the use of a teaching assistant. If no assistant is available, ask one of your more advanced students to help you demonstrate.
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UNIT ONE

NAMES OF OCCUPATIONS
1-1 Names of occupations

**SCANS: Acquires information.**

1) Introduce/review vocabulary.  
Write on the board: WHAT'S HIS JOB?  
WHAT'S HER JOB?  
Hold up full-size line drawings, Appendix p.30-47, and ask "What's his/her job?" If a student answers correctly, repeat what s/he said, and have the other students repeat. If not, say the name of the occupation and have the students repeat. Write the name of the occupation on the board. After you do this a couple of times, have the students also repeat the question: "What's his/her job?" When you get to the end of the stack of pictures, write on the board:  
WHAT DOES HE DO?  
WHAT DOES SHE DO?  
Repeat the above procedure, this time asking the question: "What does s/he do?"
Repeat again with the question:  
WHAT IS HIS OCCUPATION?  
WHAT IS HER OCCUPATION?  

2) Give students the worksheets with the occupation pictures, pages 4-7. Have them write in the names of the occupations next to the pictures.

3) Play cards. Erase the board. Put the students in groups of 4. Give each student 4 occupation picture cards. You can make these by cutting up copies of the picture worksheets. The object of the game is to get as many cards as possible. Students should not look at their worksheets.  
a) the first student holds up a card and asks the student on his/her right: "What does s/he do?" If the second student can answer correctly, s/he gets to keep the card.  
b) continue on around the circle.  
c) play for about 15 minutes, then count who has the most cards.
UNIT TWO

EXPERIENCE
AND SKILLS
2-1 Experience

**SCANS: Interprets and communicates information.**

1) Review names of occupations as above.

2) Point to yourself. Say "I am a teacher." Start making a chart on the board:

<table>
<thead>
<tr>
<th>Name</th>
<th>Job</th>
<th>Country</th>
<th>How Long</th>
<th>Like the Job?</th>
<th>I Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julia</td>
<td>Teacher</td>
<td>USA</td>
<td>10 years</td>
<td>yes</td>
<td>teach students</td>
</tr>
</tbody>
</table>

3) Ask the students "In your country, what was your job? Did you like it?" Start with the highest level students and work down. Vary the question--e.g "what was your occupation?" "what did you do?" As they answer, fill in the chart.

4) After the chart is filled in, write on the board:

**WHAT IS YOUR EXPERIENCE?**

Ask the students and get them to answer: I was a _________ in ________ for _________ years. I can ______________. After you ask a few times, get the students to repeat the question as you ask it. You don't need to stress grammatical correctness. They can say *what you experience?* *I doctor. In Vietnam. 2 year.*--as long as they are understandable.

5) Give the students their own chart to fill in, page 10. They can circulate and ask other students "What is your experience?"

2-2 Tasks and Skills

**SCANS: Self-management--assesses own knowledge, skills and abilities accurately.**

1) Draw a rough picture on the board of a teacher teaching a class. Label it:

**TASK:** teach students
**SKILLS:** speak English well, write on board, plan lessons, ask questions, answer questions, help students.

2) Go over the vocabulary on the board. Have students draw their own pictures and label them.

3) Students should share their pictures with a partner.
4) Make a new chart on the board:

<table>
<thead>
<tr>
<th>Name</th>
<th>Task</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julia</td>
<td>teach students</td>
<td>speak English, write on board, plan lessons</td>
</tr>
</tbody>
</table>

5) Have students fill in the chart on their handout, page 11, first with their own information, and then with the information from several classmates.
UNIT THREE

LOOKING FOR A JOB
3-1 Conchita and Pham: Looking for a Job.

SCANS: Recognizes that a problem exists.

Look at the picture on page 13--talk about what students see in the picture. What are they doing? Read story aloud and answer questions.

3-2 Classified ads

SCANS: Locates, understands and interprets written information.

1) Bring in local newspaper. Open it to classified ads section. Have students repeat: "classified ads." Point to the "employment" section. Have students repeat "employment section."

2) On OHP show transparency of greatly enlarged classified ads, page 16. Read it aloud, reading abbreviations as whole words. Write the abbreviations on board or OHP, with their meanings next to them, e.g. exp=experience. Talk about vocabulary.

3) Give students the classified ads abbreviations worksheet, page 17. The students can do the matching exercise.

4) Have students complete the classified ads worksheet, page 18, answering the questions.

5) Give students an 11x17 photocopy of current classified ads from local newspaper, or the handout included in the packet, page 19. Tell them to circle three ads for jobs they like. Fill in worksheet, page 20 about these jobs.

3-3 Calling about a job.

SCANS: Receives, attends to, interprets and responds to verbal messages.

1) Read the classified ad on page 21. Note who to call. Teacher and teaching assistant model dialogue(s) about calling to make an appointment. Students listen and answer questions: what is the job? who does s/he call? when is the appointment? where is the appointment? They may need to listen more than once.

2) Pass out dialogues to students. They can practice reading them aloud several times.
3) Read and discuss the classified ads at the bottom of the page. Each student will roleplay calling about one of these jobs. The teacher or TA roleplays being the manager. The student needs to write down the address and time for the interview appointment.

3-4 Leaving a Message

**SCANS: Speaks clearly and communicates a message.**

Repeat the procedure for "Calling about a Job," except this time the student must leave a message with his/her name and phone number instead of making an appointment (see p. 22).

3-5 Applying for a Job

**SCANS: Assesses own knowledge, skills and abilities accurately.**

1) Look at the picture of the restaurant with the Help Wanted sign on page 23.
2) Have the students listen as you roleplay the conversation with a teaching assistant.
3) The students can practice reading the conversation with a partner.
4) Look at and discuss the pictures of businesses with Help Wanted signs on page 24.
5) The students practice the conversation, substituting info based on the new pictures.
6) The students can roleplay the conversation with you or a TA taking the role of the manager. They should look at one of the pictured businesses, but not at the words of the dialogue.
UNIT FOUR

APPLICATION FORMS
4-1 Easy Application Form

SCANS: Records information completely and accurately.

1) Put a copy of Form A on page 26 on the OHP. Interview a student and fill in the information.

2) Have students fill in their own copies of the form.

4-2 Intermediate Form

Repeat above procedure using Form B, page 27.

4-3 Authentic Form

Repeat above procedure using Form C, page 29-30, but refer students to the vocabulary on page 28 while you're going over the form. Skip parts of the form that are not relevant.
UNIT FIVE

THE JOB INTERVIEW
5-1 Conchita and Pham: The Job Interview

**SCANS:** Recognizes that a problem exists.

Look at picture on page 32 and talk about what students see. Read story aloud. Answer questions orally, whole class.

---

5-2 Basic Job Interview.

**SCANS:** Self-esteem, self-management, assesses own knowledge, skills and abilities accurately, uses verbal and body language appropriate to the occasion.

1) Teacher and teaching assistant demonstrate a bad job interview (Interview A, page 35)--the applicant slouches in and throws him/herself down in a chair, answers questions in monosyllables, fidgets, etc.

2) Teacher and TA demo a good job interview (Interview B)--good body language, short but complete answers, etc. See script.

3) Students practice reading good job interview dialogue with a partner. Then they get another copy (Interview C) in which they can fill in their own information. They practice interviewing their partner.

4) Each student gives his/her script to a teacher or TA and has a practice job interview. Teacher or TA comments on his/her body language. If necessary, replay interview till body language is correct.
UNIT SIX

PAPERWORK
6-1 W-4 form

SCANS: Records information completely and accurately.

1) Put handout, page 39, on OHP. Students fill out their own handouts as you go through the vocabulary.

2) Put authentic W4 on OHP. Students transfer information from their handouts onto their own authentic W4, then fill out the personal information at the bottom.

6-2 I-9 form

SCANS: Records information completely and accurately.

1) Fill out Section 1 of the I-9 on an authentic form on the OHP. Talk about vocabulary, page 43 as you do so.

2) Students can fill out their own forms, Section 1.

3) Look at the back of the I-9 form. Go down List A, and have students circle the kind(s) of ID that they have.

4) If a student does not have any ID from List A, work with him/her individually, pointing out that a drivers license AND social security card together are sufficient.

5) Impress upon students that they must bring their ID to a new job.

6-3 Work Schedule

SCANS: Records information completely and accurately. Locates, understands and interprets written information. Allocates time—prepares and follows schedules.

1) Put the filled in work schedule on the OHP and ask students some questions about it. e.g., "What hours does _________ work on _________?"

2) Have students read the schedule and write the answers on the handout, page 46.

3) Dictate hours for students in the class. They should write the names and hours on the blank schedule, page 48.

4) Ask students what their own (imaginary) hours are, based on the times you dictated.
UNIT SEVEN

LEARNING A JOB
7-1 Conchita and Pham--Getting a Job

SCANS: Recognizes that a problem exists.

Look at picture, page 50, talk about it. Read story, answer questions.

7-2 Names of Tools and Locations

SCANS: Acquires information, allocates resources.

1) Hold up line drawings of tools, Appendix, pages 48-55. Ask the students "What is it?" Write the answers on the board. Then review once more.

2) Have the students complete the matching worksheet, page 53.

3) On large poster or feltboard depicting cabinet/drawers/shelves combo, demonstrate "put the hammer on the top shelf" etc. Have students repeat the directions chorally. Point to the different areas on the poster where the tools are. Ask "where is the hammer?" etc., and have students respond "on the top shelf."

4) Have the students complete the matching worksheet on page 56.

5) Give your students scissors. Direct them to cut out the tools pictures on page 54, one at a time. For example, you say, "Cut out the plunger. Now cut out the drill." This will reinforce the vocabulary.

7-3 Asking for Repetition.

SCANS: Receives, attends to, interprets and responds to verbal messages; asks questions when needed; allocates resources.

1) Hand the tools to a TA. Give the TA 3 or 4 step directions. "Put the drill in the top shelf. Put the screwdriver in the bottom drawer. Put the scissors in the right-hand cabinet." Have the TA not ask questions, misunderstand, and put the tools in the wrong places. Act angry.

2) Tell the TA again what to do. This time the TA demonstrates asking for repetition. Follow the dialogue on page 57. TA puts the items away correctly.

3) Students practice reading the dialogue.
4) Pass out tool sets and cabinet assemblages. Tell students where to put the tools. Try to get them to ask for repetition—speak quickly if necessary.

5) Students can practice this in pairs.

7-4 Active Listening

**SCANS:** Receives, attends to, interprets and responds to verbal messages; asks questions when needed; allocates resources.

1) Hand the tools to a TA. Give the TA 3 or 4 step directions. "Put the drill in the top shelf. Put the screwdriver in the bottom drawer. Put the scissors in the right-hand cabinet." Have the TA not ask questions, misunderstand, and put the tools in the wrong places. Act angry.

2) Tell the TA again what to do. This time the TA demonstrates active listening. Follow the dialogue on page 58. TA puts the items away correctly.

3) Students practice reading the dialogue.

4) Pass out tool sets and cabinet assemblages. Tell students where to put the tools. After each direction, have them repeat the direction questioningly.

5) Students can practice this in pairs.

7-5 Asking questions

**SCANS:** Receives, attends to, interprets and responds to verbal messages; asks questions when needed; allocates resources.

1) Review names of tools and locations in cabinet assemblage by asking: what's this? and pointing to tool pictures or cabinet poster.

2) Give a TA five step directions: Put the screwdriver in the top drawer, put the rags in left-hand cabinet, put the mop in the closet, put the hammer on the top shelf, and put the tape-measure on the second shelf. The TA gets totally confused and puts them away wrong. Try it again. This time the TA asks questions "where do I put the _________?" "what do I do next?" "could you show me?" Follow the dialogue on page 59.

3) Write the questions on the board, and practice saying them.
4) Students practice reading the dialogue.

5) TA comes to teacher with tools, and gets teacher to tell him/her what to do by asking questions.

6) Students with own tool cut-outs and cabinet assemblages ask and tell each other what to do.

7-6 Getting Work Checked

SCANS: Receives, attends to, interprets and responds to verbal messages; asks questions when needed; allocates resources.

1) Review names of tools and cabinet assemblage as above.

2) TA comes up and puts all tools away in cabinets. Sits down.

3) Teacher approaches cabinet assemblage. Mimes looking frantically for something. Finally finds it. Looks angry and disgusted. Acts out being angry at TA.

4) TA asks questions about where to put tools. Teacher answers, sits down. TA puts all tools away. Goes to teacher and asks "Could you check my work?" Follow the dialogue on page 60.

5) Students practice reading the dialogue.

6) Teacher directs students to put tools away. The first five times, the students reply with active listening. The second five the students have to ask "what do I do next?" and "where do I put the____________?" and "could you show me?"

7) Students say to each other, "Excuse me, could you check my work?" "Is this OK?"

8) Teacher and TA walk around and students ask them to check their work.

7-7 Conchita and Pham, Talking to Co-workers

SCANS: Recognizes that a problem exists.

Look at picture, page 61, talk about it. Read story. Answer questions.
7-8 Talking to co-workers

SCANS: Demonstrates understanding, friendliness, adaptability, empathy and politeness in new settings.

1) Teacher writes THURSDAY on board. Teacher and TA sweep classroom. When they finish, they stop and TA introduces him/herself. Follow dialogue, page 64.

2) Students read the dialogue aloud in pairs, then practice introducing themselves to several classmates.

3) Teacher writes FRIDAY on board. Teacher and TA sweep classroom. When they finish, TA says: "Hi, __________. How are you?" Follow dialogue, page 64.

4) Students practice reading the dialogue aloud with a partner, and then walk around and practice with several other students.

5) Teacher writes MONDAY on board. Teacher and TA sweep classroom. When they finish, follow dialogue, page 65. Students practice this dialogue as above.

6) Teacher writes TUESDAY on board. Teacher and TA sweep classroom. When they finish, follow dialogue, page 65.
7-9 Asking for help

SCANS: Asks questions when needed.

1) Review names of tools and cabinet assemblage.

2) TA starts putting tools away in cabinet. Acts confused. Teacher or other TA comes by, sweeping. Follow the dialogue on page 66.

3) Students practice reading dialogue.

4) Look at pictures of people who need help, page 67. You can also use the full-size line drawings, Appendix pages 56-60. Go over any new vocabulary in pictures. Practice what these people say, first whole class choral repetition, then in pairs.

5) Students in pairs ask each other for help with putting tool cut outs away in cabinet assemblage.
UNIT EIGHT

SAFETY
8-1 Conchita and Pham: Safety at Work

SCANS: Recognizes that a problem exists.


8-2 Safety Equipment

SCANS: Acquires information; wears clothing appropriate to work site. Exercises leadership.

1) Hold up line drawings of safety equipment, Appendix, pages 61-66. Ask "what is it?"

2) Have students do matching worksheet on page 72-73.

3) Hold up pictures of safety equipment again. Ask "What's it for?" Elicit answer (probably from TA) "To protect your _____________."

4) Students fill in chart handout on page 74.

5) Look at pictures of people working in unsafe situations without safety equipment, page 75. You can also use full-size line drawings, Appendix pages 67-74. Go over any new vocabulary. Note that in 2 pictures, safety equipment is irrelevant. Teacher or TA acts out consequences. Practice saying. "Excuse me. This is unsafe. I need a ___________________." First whole class, choral repetition, then in pairs.

8-3 Warnings

SCANS: Receives, attends to interprets and responds to verbal messages; speaks clearly and communicates a message. Exercises leadership.

1) Review names of safety equipment, page 72. What's this? What's it for?

2) Look at pictures of people working in unsafe situations again, page 75, or Appendix page 67-74, especially the ones where safety equipment is irrelevant. Go over any new vocabulary. Teacher or TA acts out consequences.

3) Go over warnings on page 76.
4) In pairs, look at the pictures of unsafe situations, and practice warning each other. "Careful! It's broken, etc." OR "Watch out!"

5) Direct students to act out unsafe situations, based on pictures, slippery floor, etc. Have other students warn them.

6) Throw a beach ball at students' heads. Everyone can practice yelling "Watch out! Duck!"

7) Hold up pictures of unsafe situations again. Teacher and TA demonstrate dialogue, page 76, "Excuse me. It's unsafe."

8) Students practice this dialogue, whole class, then in pairs. Then the teacher can direct them to act out unsafe situations in front of the class as before. This time they tell their boss about them.
UNIT NINE

PERSONAL QUALITIES
9-1

SCANS: Responsibility, self-esteem, social, self-management, integrity.

With a TA act out dialogues 1-4, illustrating positive personal qualities. After each skit, discuss it with the students--what did they see? Using the skit, try to ensure that they understand the vocabulary, eg responsible. After each skit, have the students circle yes or no on their papers to say whether or not they have this quality.

9-2 Appropriate Clothing

SCANS: Wears clothing appropriate to the work site.

Repeat the above procedure, but instead of acting, look at the pictures on page 81. Talk about which students in the class are appropriately dressed for work at this time.
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<td>Unsafe Situations</td>
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- the tree
- the cat
EMPLOYABILITY

Student Workbook

written by Julia Menard-Warwick
illustrated by Jeanne Carlson
Whatcom Community College
Spring 1998
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<td>Unit nine</td>
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Note to Teachers: For sample lesson plans, SCANS skills covered in each lesson, and general guidance in using these materials, please refer to **EMPLOY-ABILITY: TEACHER HANDBOOK**.
UNIT ONE

NAMES OF OCCUPATIONS
WRITE THE LETTER OF THE JOB NEXT TO THE CORRECT PICTURE.

A) dishwasher
B) waitress
C) construction worker
D) seamstress/tailor
E) firefighter
F) salesperson
G) miner
H) nurse
I) housekeeper
WRITE THE LETTER OF THE JOB NEXT TO THE CORRECT PICTURE.

J) fish processor
K) cook
L) teacher
M) housewife/homemaker
N) farmer
O) doctor
P) factory worker
Q) police officer
R) mechanic
LOOK AT THE PICTURES. ASK THE QUESTIONS.

What's his job?
What's her job?

What does he do?
What does she do?

What's his occupation?
What's her occupation?
UNIT TWO

EXPERIENCE AND SKILLS
<table>
<thead>
<tr>
<th>WHAT IS YOUR EXPERIENCE?</th>
<th>I CAN</th>
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<tr>
<td></td>
<td>LIKE IT?</td>
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<td></td>
<td>HOW LONG</td>
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<td></td>
<td>COUNTRY</td>
</tr>
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<td></td>
<td>JOB</td>
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<td></td>
<td>NAME</td>
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## WHAT ARE YOUR SKILLS?

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<th>NAME</th>
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<th>SKILLS</th>
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UNIT THREE

LOOKING FOR A JOB
Looking for a Job--Level 1A

Pham says good-bye to his mom. She thinks he is going to work. He goes to the coffee shop. He buys a newspaper because he needs a new job. Pham sees Conchita. Conchita works at the coffee shop. Pham and Conchita talk about jobs. Pham drinks coffee. Pham reads the ads in the newspaper. He sees some jobs. The jobs don't pay well. He sees a good job. The good job pays well. He wants the good job.
Easy Questions

1) Where does Pham go?

2) Where does Pham's Mom think Pham is going?

3) What does Pham buy? Why?

4) What do Pham and Conchita talk about?

6) What kind of job does Pham want?

7) What kinds of jobs does Pham find in the newspaper?

8) What did you do in your country?

9) Are you working now or looking for a job?
**Cook** P/T eves, 20 hrs/wk. M-F. Min 3 yrs exp. Pay DOE. Call 676-3423. Leave msg.

**Carpenter** F/T. $13/hr. Exp'd only. WDL req. Apply in person, 2001 H St., Blaine.
CLASSIFIED ADS

Listen to your teacher read the classified ads from the newspaper. Do the matching exercise:

___1. /hr.                        a. depending on experience
___2. yrs.                       b. full-time
___3. wk                         c. Washington Drivers License
___4. M-F                         d. leave message
___5. exp/exp'd                   e. per hour
___6. DOE                        f. week
___7. PT                         g. years
___8. FT                         h. Monday to Friday
___9. WDL                        i. experience/experienced
___10. Lv msg                    j. part-time

Now read the ads on the next page and answer the questions.
$ EARN EXTRA MONEY $ We need people to deliver the Whatcom County phone books in Bellingham, Ferndale, Custer, Blaine, Lynden and surrounding areas. Must be 18 or older, have car, van or pick-up and valid driver license. Call 1-800-275-1621 M-F 8:30-4:00.

1. Where is this job?
2. How old do you have to be?
3. Do you have to have a car?
4. What phone number do you call?
5. When can you call?

Roof Cleaner/Roofer's Asst. P/T leading to F/T. $6/hr start. Work high places. Must have phone, references & good WA driver's record. Call Bob Eves 733-1128.

1. Is this job full-time or part-time?
2. What are the wages?
3. Who do you call?
4. What is his telephone number?
5. Can you call him in the morning?
6. What kind of job is it?

Local wholesaler looking for energetic receptionist. F/T + benefits, $6/hr. Respond to Classified Box 1032, P.O. Box 1277, B'ham, WA 98227.

1. What kind of job is it?
2. Is the job full-time or part-time?
3. Can you telephone or do you apply in person?
4. What is the address?


1. Is the job full-time or part time?
2. Can you telephone for information?
3. What do you have to do when you call?
CONSTRUCTION/TRADES

Construction/Trades 56

Blaine Construction Co., looking for person exp. in office mgmt. Must have computer skills & reference. Rec ip exp. Send letter/resume to P.O. Box 5123, Blaine, WA 98230. 

Immediate opening for Full Charge Bookkeeper. Previous exp. required, not desired, not required. Send resumes to Classified Box 1327, Bellingham, WA 98227-1277.

OPPORTUNITY FOR SUPPORT PROFESSIONAL

Full time (35 hr/wk) receptionist/approval for program serving chronically mentally ill.

- Excellent skills - Windows, Word
- Ability to greet the public
- Data entry experience
- Ability to handle multiple tasks
- Experience on multi-line phone
- $8.00 per hr. benefits. Res. to: Sun Community Service. Fax: (360) 676-0268. Ph: (360) 676-1178.


P/T Office Asst. for Architect, filing, phones, wp. PO Box 5723, Bham 98227.

Receptionist for CPA firm. Good people skills, typing & word processing, some bookkeeping knowledge, full time during tax season, 1/2 time rest of years. Res. to K. Early, Bham Herald, P O Box 1277, Bham, WA 98227.

Receptionist needed P/T for local veterinary clinic. Inventory control & general office duties. Send resume to PO Box 5081, Bham 98225.

Teller, P/T, Min. 1 yr bankin, for a busy, growing, locally owned bank. Qual. req'd. Full benefit pkg. Resumes by mail only to: Intalco Employees Credit Union, 3250 Northwest Ave, Bham, WA 98225

CONValescent Care

Convalescent Care 59

For information regarding Convalescent Care and services offered, see Quarterback Directory.

CONSTRUCTION/TRADES

Construction/Trades 56

Boat Builder Looking for qualified personnel with marine background. Apply in person at Pacific Marine Inc. at 800 E. Padilla, Bellingham, WA 98226 or call 360-468-1166.

Concrete Pump Operator

Experience a must. Clean CDL preferred. Call 360-474-4749 anytime.

MANAGEMENT/PROFESSIONAL

Management/Professional 64

Exp Gutter Hanger Needed Weekly, W/Day or Overn. Must have WADL. Call 966-3923

General Laborer/warehouse w/ exp. F/T. Pay DOE. W/SLD, good driving record required only. Apply 360-671-5592

GENERAL LABORERS WORK TODAY

LABOR READY

Appl for the person at 612 West Holly

Bellingham 647-7642

HANDS ON HANDYMAN

2 yrs exp, multi-skilled, starts immediately. $11/ hr, 0-20 hr/wk, 3 flexible day choices. N/S only. Must have tools & truck. Pick-up application at Homequest, 2001 G St. B’ham

Lead Carpenter, remodels & new. Min. 5 yrs. Framing, finish, finish. Leadership skills a must. TrucK, hand tools, tools, Greenstone, inc. 676-0062

PLUMBER Journey level plumber for P’tale As- sociated Living project. 2240 Main St. See Tony on-site between 7 & 4 Mon-Thurs.

ROOFERS

647-0191

Farm Help

62

Experienced milker/handymen needed, 8 hr shift, 990-2313

Hairstylists

63

Hairstylist, PT or FT, nice working environment. Call 671-2343, open 7 days.

MANAGEMENT/PROFESSIONAL

Management/Professional 64

Apri/Mobile home park Mgr: Send resume to PO Box 3381, Bham 98227

Baking

Baking Management

Join the Hot new look at DEB. A fast paced, growing Jr clothing shop in Bellingham. Must be fashion-able & goal oriented w/mgmt exp. Vacation, 401K medical included. For a career opportunity fax to 541-776-4506.

ESCROW OFFICER/LPO

Inhouse opening for qualified closer. Ex. salary & benefits. Outstanding at- mosphere, no less than base: 701-500. John O’Rourke 733-5520

Cornerstone Management for 66-unit apartment complex. Salary: + rent. Send resume to: 2730 Second St, Bellingham WA 98226

Concrete Pump Operator

Experience a must. Must clean CDL. Fax: 360-474-4749 anytime.

96

86

96

86
FIND THREE JOB ADS IN THE NEWSPAPER.
ANSWER THE QUESTIONS ABOUT THE JOBS IN THE ADS.

JOB 1
a) What is the job?

b) What is the pay?

c) What are the hours?

d) How do you apply?

JOB 2
a) What is the job?

b) What is the pay?

c) What are the hours?

d) How do you apply?

JOB 3
a) What is the job?

b) What is the pay?

c) What are the hours?

d) How do you apply?
CALLING ABOUT A JOB

Painter Exp'd only. F/T. $9/hr. Call Right Painting Company, 715-9898.

1) Read the ad.
2) Listen to the conversation.
3) Read and practice the conversation with your partner.
4) Practice the conversation with your teacher.

Worker: Hello, I'm calling about the painting job.
Receptionist: Do you have any painting experience?
Worker: Yes, two years.
Receptionist: Can you come in today to fill out an application?
Worker: Yes, this afternoon.
Receptionist: Good. We are downtown at 1414 Cornwall.
Worker: OK. 1414 Cornwall. (writes the address)
Receptionist: See you this afternoon.
Worker: Thank you. Good-bye.

Now practice calling about these jobs.

Houskeeper needed, at the Windmill Inn Motel, Lynden. 354-3424

Comptec APG has positions opening in their production department, both skilled & unskilled. We are specifically looking for skills in soldering and electronic assembly. 1921 Grant St. 676-5612
LEAVING A MESSAGE

Laundry worker  P/T  eves & weekends. $5/hr. Call 733-4583.

1) Read the ad.
2) Listen to the conversation.
3) Read and practice the conversation with your partner.
4) Practice the conversation with your teacher.

Worker: Hello. Is the manager there?
Receptionist: Can you hold please?
Worker: Yes.
Receptionist: The manager isn't here right now. Would you like to leave a message?
Worker: Yes. I'm calling about the laundry job. My name is _______________. My phone number is _______________.
Receptionist: (writes the name and phone number). OK. You're calling about the laundry job. Your name is _______________.
Worker: Thank you. Good-bye.

Now practice calling about these jobs:


Packaging Room position Heavy lifting, M-F. 7:30-4:00. $6/hr starting + benefits. 734-5330.
APPLYING FOR A JOB

1) Talk about the picture.
2) Listen to the conversation.
3) Read and practice the conversation with your partner.
4) Practice the conversation with your teacher.

Ana: I'm here to apply for the job.
Mike: Do you have any experience in a restaurant?
Ana: Yes, three years in Mexico.
Mike: Please fill out this application.
(1/2 hour later)
Ana: Here is my application.
Mike: Thank you. I will call you about the interview.

Now practice applying for these jobs:
UNIT FOUR
APPLICATION FORMS
# EMPLOYMENT APPLICATION

<table>
<thead>
<tr>
<th>Name:</th>
<th>Social Security No.:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>Telephone Number</th>
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<table>
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<tr>
<th></th>
<th>(Number)</th>
<th>(Street)</th>
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<tr>
<th></th>
<th>(City)</th>
<th>(State)</th>
<th>(Zip Code)</th>
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</table>

## EDUCATION

<table>
<thead>
<tr>
<th>Names of Schools</th>
<th>City &amp; State</th>
<th>Month &amp; Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>From: To:</td>
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</tbody>
</table>

## WORK

<table>
<thead>
<tr>
<th>Last Employer</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>From:</td>
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</table>

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|                   |       |       |
|                   |       |       |

Signature: Date: 103

(Blank lines for additional education and work experience)

(Blank line for signature and date)
**EMPLOYMENT APPLICATION**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Social Security No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Telephone Number</td>
</tr>
<tr>
<td>(Number)</td>
<td>(Street)</td>
</tr>
<tr>
<td>(City)</td>
<td>(State)</td>
</tr>
</tbody>
</table>

**EDUCATION**

<table>
<thead>
<tr>
<th>Names of Schools</th>
<th>City &amp; State</th>
<th>Month &amp; Year From:</th>
<th>To:</th>
<th>Graduated Yes / No</th>
<th>Year</th>
<th>Degree</th>
</tr>
</thead>
</table>

**WORK**

<table>
<thead>
<tr>
<th>Name &amp; Address of Last Employer</th>
<th>Dates From:</th>
<th>To:</th>
<th>Kind of Business</th>
<th>Duties</th>
<th>Approx. Weekly Salary</th>
<th>Reason for Leaving</th>
</tr>
</thead>
</table>

Employment Desired:

- [ ] Permanent
- [ ] Temporary
- [ ] Part-time
- [ ] Summer

Work Preferred:

Notify in case of emergency:

Please read before signing:

I affirm that all information included on this application is true and correct. Any false information I have given can be considered sufficient cause for discharge. I authorize all former employers to answer questions in reference to this application.

Signature ___________________________ Date ____________
APPLICATION FOR EMPLOYMENT

New Words:
Present Address=your address now.
Permanent Address=your address for a long time. It may be the same as your present address.
Are you prevented from lawfully becoming employed in this country because of visa or immigration status?=Are you illegal?
Position=Job
Salary Desired=How much money do you want?
Referred by=who told you about this job?
Location=place
Grammar school=elementary or primary school
Trade, business or correspondence school=technical college or institute
No of Years Attended=how many years did you go to this school?
Activities: (Civic, Athletic, etc)=sports or hobbies, not your church.
References=people who know you, like a boss, pastor or teacher.
In case of emergency notify=a person in your family or a friend
APPLICATION FOR EMPLOYMENT
(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

PERSONAL INFORMATION

NAME

DATE

SOCIAL SECURITY NUMBER

LAST

FIRST

MIDDLE

PRESENT ADDRESS

STREET

CITY

STATE

ZIP

PERMANENT ADDRESS

STREET

CITY

STATE

ZIP

PHONE NO.

ARE YOU 18 YEARS OLDER? Yes ☐ No ☐

ARE YOU PREVENTED FROM LAWFULLY BECOMING EMPLOYED IN THIS COUNTRY BECAUSE OF VISA OR IMMIGRATION STATUS? Yes ☐ No ☐

EMPLOYMENT DESIRED

POSITION

DATE YOU CAN START

SALARY DESIRED

ARE YOU EMPLOYED NOW? If so may we inquire of your present employer?

EVER APPLIED TO THIS COMPANY BEFORE? WHERE? WHEN?

REFEREED BY

EDUCATION

NAME AND LOCATION OF SCHOOL

*NO OF YEARS ATTENDED

*DID YOU GRADUATE?

SUBJECTS STUDIED

GRAMMAR SCHOOL

HIGH SCHOOL

COLLEGE

TRADE, BUSINESS OR CORRESPONDENCE SCHOOL

GENERAL

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

SPECIAL SKILLS

ACTIVITIES: (CIVIC, ATHLETIC, ETC.)

EXCLUDE ORGANIZATIONS, THE NAME OF WHICH INDICATES THE RACE, CREED, SEX, AGE, MARITAL STATUS, COLOR OR NATION OF ORIGIN OF ITS MEMBERS.

U.S. MILITARY OR NAVAL SERVICE

RANK

PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

*This form has been revised to comply with the provisions of the Americans with Disabilities Act and the final regulations and interpretive guidance promulgated by the EEOC on July 26, 1991.
FORMER EMPLOYERS (LIST BELOW LAST THREE EMPLOYERS, STARTING WITH LAST ONE FIRST):

<table>
<thead>
<tr>
<th>DATE</th>
<th>NAME AND ADDRESS OF EMPLOYER</th>
<th>SALARY</th>
<th>POSITION</th>
<th>REASON FOR LEAVING</th>
</tr>
</thead>
<tbody>
<tr>
<td>FROM</td>
<td>TO</td>
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</tr>
</tbody>
</table>

WHICH OF THESE JOBS DID YOU LIKE BEST?

WHAT DID YOU LIKE MOST ABOUT THIS JOB?

REFERENCES: GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

<table>
<thead>
<tr>
<th>NAME</th>
<th>ADDRESS</th>
<th>BUSINESS</th>
<th>YEARS ACQUAINTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td></td>
<td></td>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
<td></td>
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</tbody>
</table>

THE FOLLOWING STATEMENT APPLIES IN: MARYLAND & MASSACHUSETTS. (Fill in name of state)

IT IS UNLAWFUL IN THE STATE OF TO REQUIRE OR ADMINISTER A LIE DETECTOR TEST AS A CONDITION OF EMPLOYMENT OR CONTINUOUS EMPLOYMENT. AN EMPLOYER WHO VIOLATES THIS LAW SHALL BE SUBJECT TO CRIMINAL PENALTIES AND CIVIL LIABILITY.

Signature of Applicant

IN CASE OF EMERGENCY NOTIFY

NAME | ADDRESS | PHONE NO.
|------|---------|----------|

"I CERTIFY THAT ALL THE INFORMATION SUBMITTED BY ME ON THIS APPLICATION IS TRUE AND COMPLETE, AND I UNDERSTAND THAT IF ANY FALSE INFORMATION, OMISSIONS, OR MISREPRESENTATIONS ARE DISCOVERED, MY APPLICATION MAY BE REJECTED AND IF I AM EMPLOYED, MY EMPLOYMENT MAY BE TERMINATED AT ANY TIME.

IN CONSIDERATION OF MY EMPLOYMENT, I AGREE TO CONFORM TO THE COMPANY'S RULES AND REGULATIONS, AND I AGREE THAT MY EMPLOYMENT AND COMPENSATION CAN BE TERMINATED, WITH OR WITHOUT CAUSE, AND WITH OR WITHOUT NOTICE, AT ANY TIME, AT EITHER MY OR THE COMPANY'S OPTION. I ALSO UNDERSTAND AND AGREE THAT THE TERMS AND CONDITIONS OF MY EMPLOYMENT MAY BE CHANGED, WITH OR WITHOUT CAUSE, AND WITH OR WITHOUT NOTICE, AT ANY TIME BY THE COMPANY. I UNDERSTAND THAT NO COMPANY REPRESENTATIVE, OTHER THAN IT'S PRESIDENT, AND THEN ONLY WHEN IN WRITING AND SIGNED BY THE PRESIDENT, HAS ANY AUTHORITY TO ENTER INTO ANY AGREEMENT FOR EMPLOYMENT FOR ANY SPECIFIC PERIOD OF TIME, OR TO MAKE ANY AGREEMENT CONTRARY TO THE FOREGOING."

DATE | SIGNATURE
|------|---------|

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY | DATE
|----------------|

REMARKS:

NEATNESS | ABILITY
|---------|

HIRED: ☐ Yes ☐ No | POSITION | DEPT.
|-----------------|

SALARY/WAGE | DATE REPORTING TO WORK
|----------------|

APPROVED: 1. | 2. | DEPT. HEAD | GENERAL MANAGER

This form has been designed to strictly comply with State and Federal fair employment practice laws prohibiting employment discrimination. This Application for Employment, Form is sold for general use throughout the United States. TOPS assumes no responsibility for the inclusion in said form of any questions which, when asked by the Employer of the Job Applicant, may violate State and/or Federal Law.
UNIT FIVE

THE JOB INTERVIEW
Pham has a job interview.
The job pays $26,000 per year.
Pham wants the job.
Pham is worried about the job interview.
Pham goes to the office.
He sees five interviewers.
Pham shakes hands with the interviewers.
Pham makes eye contact with the interviewers.
The interviewers ask Pham questions.
Pham answers the questions.
They ask about computers.
Pham can't use a computer.
Pham goes home.
Pham gets a phone call about a different job.
The job pays $6.50 per hour.
Pham can have that job.
Pham doesn't want that job.
Easy Questions

1) Where is Pham going?

2) How does Pham feel?

3) Why does Pham want this job?

4) What does Pham do in the interview?

5) What questions do the interviewers ask?

6) Who calls Pham at home? Why?

7) Why doesn't Pham want the job they call him about?
THE JOB INTERVIEW

1) Watch and listen to Interview A and Interview B.  
2) Talk about the interviews with your teacher.

INTERVIEW A
Manager: (shakes worker's hand) Nice to meet you, Sam. I'm Mary Ramos. Have a seat.
Worker: (sits down)
Manager: Can you tell me about your experience?
Worker: (looks at manager)
Manager: What is your experience?
Worker: I'm a cook.
Manager: What are your skills?
Worker: I can cook.
Manager: Can you work night shift?
Worker: No.
Manager: Thank you. We will call you about the job.
Worker: Good-bye.
INTERVIEW B

Manager: (shakes worker's hand) Nice to meet you, Kim. I'm Mary Ramos.
Worker: Nice to meet you, Ms. Ramos.
Manager: Have a seat.
Worker: Thank you.
Manager: Can you tell me about your experience?
Worker: I'm sorry. More slowly, please?
Manager: What is your experience?
Worker: I was a cook for ten years in Vietnam.
Manager: What are your skills?
Worker: I can cook Vietnamese food. I can bake cakes.
Manager: Can you work night shift?
Worker: Yes, I can.
Manager: Thank you. We will call you about the job.
Worker: Thank you.
1) Fill in the blanks in Interview C. Use your name and experience.
2) Read and practice Interview C with your partner.
3) Practice Interview C with your teacher.

INTERVIEW C
Manager: (shakes worker's hand) Nice to meet you, _________________. I'm Mary Ramos.
Worker: _________________.
Manager: Have a seat.
Worker: _________________.
Manager: Can you tell me about your experience?
Worker: _________________.
Manager: What is your experience?
Worker: I was a ________________ for ______________ years in _________________.
Manager: What are your skills?
Worker: _________________.
Manager: Can you work night shift?
Worker: _________________.
Manager: Thank you. We will call you about the job.
Worker: _________________.

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UNIT SIX

PAPERWORK
FILLING OUT THE W-4 FORM

New Words:
Dependent=a person who gets money from parents, husband or wife.
Spouse=husband or wife.
Head of Household=you are single, but other people in your family live with you. You take care of them and give them money.
Child Care Expenses=money you pay to a person who takes care of your children.
Dependent Care Expenses=money you pay to a person who takes care of a person in your family, like your sick mom.

Write 1 in Blank A if you are NOT a dependent.

Write 1 in Blank B if:
   a) You are single. You have 1 job.
   OR b) You are single. You have 2 jobs, but you get less than $1000 per year from your second job.
   OR c) You are married. Your spouse doesn't work.
   OR d) You are married. Your spouse works, but gets less than $1000 per year.

Write 1 in Blank C if you are married.

Write the number of your dependents in Blank D (but not your spouse).
Write 1 in Blank E if you are single and a Head of Household.

E

Write 1 in Blank F if you pay more than $1500 per year for childcare or dependent care.

F

Write the number of your children in Blank G if:
   a) you are single and you get between $16,500 and $47,000 per year.
OR   b) you are married and you get between $21,000 and $60,000 per year.

G

Add the numbers in Blanks A-G. Write the total in Blank H.

H

FILL OUT THE W-4 FORM. PUT THE NUMBER FROM BLANK H IN LINE 5. DO NOT WRITE ANYTHING IN LINE 6 AND 7. DO NOT WRITE ANYTHING IN THE BLANKS ON THE BACK OF THE FORM.
Form W-4 (1998)

Purpose. Complete Form W-4 so your employer can withhold the correct Federal income tax from your pay. Because your tax situation may change, you may want to refigure your withholding each year.

Exemption from withholding. If you are exempt, complete only lines 1, 2, 3, 4, and 7, and sign the form to validate it. Your exemption for 1998 expires February 16, 1999.

Note: You cannot claim exemption from withholding if (1) your income exceeds $700 and includes unearned income (e.g., interest and dividends) and (2) another person can claim you as a dependent on their tax return.

Basic instructions. If you are not exempt, complete the Personal Allowances Worksheet. The worksheets on page 2 adjust your withholding allowances based on itemized deductions, adjustments to income, or two-earner/two-job situations. Complete all worksheets that apply. They will help you figure the number of withholding allowances you are entitled to claim. However, you may claim fewer allowances.

New—Child tax and higher education credits. For details on adjusting withholding for these and other credits, see Pub. 919, Is My Withholding Correct for 1998?

Head of household. Generally, you may claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals. Nonwage income. If you have a large amount of nonwage income, such as interest or dividends, you should consider making estimated tax payments using Form 1040-ES. Otherwise, you may owe additional tax.

Two earners/two jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one W-4. Your withholding will usually be most accurate when all allowances are claimed on the W-4 filed for the highest paying job and zero allowances are claimed for the others.

Check your withholding. After your W-4 takes effect, use Pub. 919 to see how the dollar amount you are having withheld compares to your estimated total annual tax. Get Pub. 919 especially if you used the Two-Earner/Two-Job Worksheet and your earnings exceed $150,000 (Single) or $200,000 (Married). To order Pub. 919, call 1-800-829-3676. Check your telephone directory for the IRS assistance number for further help.

Sign this form. Form W-4 is not valid unless you sign it.

---

**Personal Allowances Worksheet**

| A | Enter "1" for yourself if no one else can claim you as a dependent |
| B | Enter "1" if: |
| C | Enter "1" for your spouse. But, you may choose to enter -0- if you are married and have either a working spouse or more than one job. (This may help you avoid having too little tax withheld.) |
| D | Enter number of dependents (other than your spouse or yourself) you will claim on your tax return |
| E | Enter "1" if you will file as head of household on your tax return (see conditions under Head of household above) |
| F | Enter "1" if you have at least $1,500 of child or dependent care expenses for which you plan to claim a credit |
| G | New—Child Tax Credit: |
| H | Add lines A through G and enter total here. Note: This amount may be different from the number of exemptions you claim on your return. |

For accuracy, complete all worksheets that apply.

---

**Employee's Withholding Allowance Certificate**

- **Form W-4**
- **Department of the Treasury Internal Revenue Service**
- **For Privacy Act and Paperwork Reduction Act Notice, see page 2.**

**Employee's Withholding Allowance Certificate**

<table>
<thead>
<tr>
<th>OMB No. 1545-0010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
</tr>
</tbody>
</table>

1 Type or print your first name and middle initial

2 Your social security number

3 □ Single □ Married □ Married, but withheld at higher Single rate. Note: If married, but legally separated, or spouse is a nonresident alien, check the Single box.

4 If your last name differs from that on your social security card, check here and call 1-800-772-1213 for a new card

5 Total number of allowances you are claiming (from line H above or from the worksheets on page 2 if they apply)

6 Additional amount, if any, you want withheld from each paycheck

7 I claim exemption from withholding for 1998, and I certify that I meet BOTH of the following conditions for exemption:
   - Last year I had a right to a refund of ALL Federal income tax withheld because I had NO tax liability AND
   - This year I expect a refund of ALL Federal income tax withheld because I expect to have NO tax liability.

   If you meet both conditions, enter "EXEMPT" here

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or entitled to claim exempt status.

Employee's signature

Date

---

8 Employer's name and address (Employer: Complete 8 and 10 only if sending to the IRS)

9 Office code (optional)

10 Employer identification number

---

Cat. No. 10220Q

BEST COPY AVAILABLE
FILLING OUT THE I-9 FORM

New Words:
Maiden Name = your name before you got married.
A Citizen or National of the United States = you were born or naturalized in the US.
A Lawful Permanent Resident = you have a "green card."
An alien authorized to work until = you have a work permit. On the form, write the date when your work permit ends.

1) Fill out Section 1 of the I-9.

2) Now look at the back of the form. List A is a list of kinds of ID. Circle the kind that you have.

3) Bring the ID from List A to your job on your first day of work. Your employer needs to see it.

IF YOU DO NOT HAVE ID FROM LIST A, YOU NEED ONE ID FROM LIST B, AND ONE ID FROM LIST C. CIRCLE THEM NOW. BRING THEM TO YOUR JOB ON YOUR FIRST DAY OF WORK. YOUR EMPLOYER NEEDS TO SEE THEM.
Deductions and Adjustments Worksheet

Note: Use this worksheet only if you plan to itemize deductions or claim adjustments to income on your 1998 tax return.

1. Enter an estimate of your 1998 itemized deductions. These include qualifying home mortgage interest, charitable contributions, state and local taxes (but not sales taxes), medical expenses in excess of 7.5% of your income, and miscellaneous deductions. (For 1998, you may have to reduce your itemized deductions if your income is over $124,500 ($62,250 if married filing separately). Get Pub. 919 for details.)

\[
\begin{align*}
&\text{if married filing jointly or qualifying widow(er)} \\
&\text{\$7,100} \\
&\text{if head of household} \\
&\text{\$6,250} \\
&\text{if single} \\
&\text{\$4,250} \\
&\text{if married filing separately} \\
&\text{\$3,550}
\end{align*}
\]

2. Add lines 3 and 4 and enter the total.

3. Subtract line 2 from line 1. If line 2 is greater than line 1, enter -0-.

4. Enter the number from line H on page 1 (or from line 10 above if you used the Two-Earner/Two-Job Worksheet).

5. Subtract line 6 from line 5. Enter the result, but not less than -0-.

6. Divide the amount on line 7 by $2,500 and enter the result here. Drop any fraction.

7. Enter the number from Personal Allowances Worksheet, line H, on page 1.

8. Add lines 8 and 9 and enter the total here. If you plan to use the Two-Earner/Two-Job Worksheet, also enter this total on line 1 below. Otherwise, stop here and enter this total on Form W-4, line 5, on page 1.

Two-Earner/Two-Job Worksheet

Note: Use this worksheet only if the instructions for line H on page 1 direct you here.

1. Enter the number from line H on page 1 (or from line 10 above if you used the Deductions and Adjustments Worksheet).

2. Find the number in Table 1 below that applies to the LOWEST paying job and enter it here.

3. If line 1 is GREATER THAN OR EQUAL TO line 2, subtract line 2 from line 1. Enter the result here (if zero, enter -0-) and on Form W-4, line 5, on page 1. DO NOT use the rest of this worksheet.

4. Enter the number from line 2 of this worksheet.

5. Enter the number from line 1 of this worksheet.

6. Subtract line 5 from line 4.

7. Find the amount in Table 2 below that applies to the HIGHEST paying job and enter it here.

8. Multiply line 7 by line 6 and enter the result here. This is the additional withholding amount needed to avoid a year end tax bill.

9. Divide line 8 by the number of pay periods remaining in 1998. (For example, divide by 26 if you are paid every other week and you complete this form in December 1997.) Enter the result here and on Form W-4, line 6, page 1. This is the additional amount to be withheld from each paycheck.

Table 1: Two-Earner/Two-Job Worksheet

<table>
<thead>
<tr>
<th>Married Filing Jointly</th>
<th>All Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>If wages from LOWEST paying job are—</td>
<td>Enter on line 2 above</td>
</tr>
<tr>
<td>0 - 4,000</td>
<td>0</td>
</tr>
<tr>
<td>4,001 - 7,000</td>
<td>1</td>
</tr>
<tr>
<td>7,001 - 12,000</td>
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<td>18,001 - 24,000</td>
<td>4</td>
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<td>24,001 - 30,000</td>
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<td>30,001 - 38,000</td>
<td>6</td>
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</table>

Table 2: Two-Earner/Two-Job Worksheet

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<thead>
<tr>
<th>Married Filing Jointly</th>
<th>All Others</th>
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<tbody>
<tr>
<td>If wages from HIGHEST paying job are—</td>
<td>Enter on line 7 above</td>
</tr>
<tr>
<td>0 - 50,000</td>
<td>$400</td>
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<tr>
<td>50,001 - 100,000</td>
<td>760</td>
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<tr>
<td>100,001 - 130,000</td>
<td>840</td>
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<tr>
<td>130,001 - 240,000</td>
<td>970</td>
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<tr>
<td>240,001 and over</td>
<td>1,070</td>
</tr>
</tbody>
</table>
U.S. Department of Justice
Immigration and Naturalization Service

Employment Eligibility Verification

Please read instructions carefully before completing this form. The instructions must be available during completion of this form. ANTI-DISCRIMINATION NOTICE: It is illegal to discriminate against or hire eligible individuals. Employers CANNOT specify which documents they will accept from employees. The refusal to hire an individual because of a future expiration date may also constitute illegal discrimination.

Section 1. Employee Information and Verification. To be completed and signed by employee at the time employment begins.

Print Name:  
Last Name  
First Name  
Middle Initial  
Maiden Name  

Address (Street Name and Number):  
Apt. #:  
Date of Birth (Month/Day/Year):  
City  
State  
Zip Code  

Social Security #:  

I am aware that federal law provides for imprisonment and/or fines for false statements or use of false documents in connection with the completion of this form.  

I attest under penalty of perjury that I am (check one of the following):  
☐ A citizen or national of the United States  
☐ A lawful permanent resident (Alien #: A __________)  
☐ An alien authorized to work until __________ (Alien # or Admission #: __________)  

Employee's Signature  
Date (Month/Day/Year):  

Preparer and/or Translator Certification. (To be completed and signed if Section 1 is prepared by a person other than the employee.) I attest under penalty of perjury that I have assisted in the completion of this form and that to the best of my knowledge the information is true and correct.

Preparer's/Translator's Signature  
Print Name  
Address (Street Name and Number, City, State, Zip Code)  
Date (Month/Day/Year):  

Section 2. Employer Review and Verification. To be completed and signed by employer. Examine one document from List A or one document from List B and one from List C as listed on the reverse of this form and record the title, number and expiration date, if any, of the document(s).

<table>
<thead>
<tr>
<th>List A</th>
<th>OR</th>
<th>List B</th>
<th>AND</th>
<th>List C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Title:</td>
<td></td>
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</tr>
<tr>
<td>Issuing Authority:</td>
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<td>Issuing Authority:</td>
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<tr>
<td>Document #:</td>
<td></td>
<td>Document #:</td>
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<td>Document #:</td>
</tr>
<tr>
<td>Expiration Date (if any): <em><strong>/</strong></em>/___</td>
<td></td>
<td>Expiration Date (if any): <em><strong>/</strong></em>/___</td>
<td></td>
<td>Expiration Date (if any): <em><strong>/</strong></em>/___</td>
</tr>
</tbody>
</table>

CERTIFICATION - I attest, under penalty of perjury, that I have examined the document(s) presented by the above-named employee, that the above-listed document(s) appear to be genuine and to relate to the employee named, that the employee began employment on (Month/Day/Year) ___/___/___ and that to the best of my knowledge the employee is eligible to work in the United States. (State employment agencies may omit the date the employee began employment).

Signature of Employer or Authorized Representative  
Print Name  
Title  

Business or Organization Name  
Address (Street Name and Number, City, State, Zip Code)  
Date (Month/Day/Year):  

Whatcom Community College, 237 W. Kellogg Rd., Bellingham, WA 98225

Section 3. Updating and Reverification. To be completed and signed by employer.

A. New Name (if applicable)  

B. Date of rehire (Month/Day/Year) (if applicable)  

C. If employee's previous grant of work authorization has expired, provide the information below for the document that establishes current employment eligibility.

Document Title:  
Document #:  
Expiration Date (if any): ___/___/___  

I attest, under penalty of perjury, that to the best of my knowledge, the employee is eligible to work in the United States, and if the employee presented document(s), the document(s) I have examined appear to be genuine and to relate to the individual.

Signature of Employer or Authorized Representative  
Date (Month/Day/Year):  

Form I-9 (Rev. 11-21-91)
# Lists of Acceptable Documents

**List A**
Documents that Establish Both Identity and Employment Eligibility

1. **U.S. Passport** (unexpired or expired)
2. **Certificate of U.S. Citizenship** *(INS Form N-560 or N-561)*
3. **Certificate of Naturalization** *(INS Form N-550 or N-570)*
4. Unexpired foreign passport, with I-551 stamp or attached INS Form I-94 indicating unexpired employment authorization
5. **Alien Registration Receipt Card** with photograph *(INS Form I-151 or I-551)*
6. **Unexpired Temporary Resident Card** *(INS Form I-688)*
7. **Unexpired Employment Authorization Card** *(INS Form I-688A)*
8. Unexpired Reentry Permit *(INS Form I-327)*
9. **Unexpired Refugee Travel Document** *(INS Form I-571)*
10. **Unexpired Employment Authorization Document issued by the INS which contains a photograph** *(INS Form I-688B)*

**List B**
Documents that Establish Identity

1. Driver’s license or ID card issued by a state or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address
2. ID card issued by federal, state, or local government agencies or entities provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address
3. School ID card with a photograph
4. Voter’s registration card
5. U.S. Military card or draft record
6. Military dependent’s ID card
7. U.S. Coast Guard Merchant Mariner Card
8. Native American tribal document
9. **Driver’s license issued by a Canadian government authority**

For persons under age 18 who are unable to present a document listed above:

10. School record or report card
11. Clinic, doctor, or hospital record
12. Day-care or nursery school record

**List C**
Documents that Establish Employment Eligibility

1. **U.S. social security card issued by the Social Security Administration** *(other than a card stating it is not valid for employment)*
2. **Certification of Birth Abroad** issued by the Department of State *(Form FS-545 or Form DS-1350)*
3. Original or certified copy of a birth certificate issued by a state, county, municipal authority or outlying possession of the United States bearing an official seal
4. Native American tribal document
5. **U.S. Citizen ID Card** *(INS Form I-197)*
6. **ID Card for use of Resident Citizen in the United States** *(INS Form I-179)*
7. Unexpired employment authorization document issued by the INS *(other than those listed under List A)*

Illustrations of many of these documents appear in Part 8 of the Handbook for Employers *(M-274)*

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**Best Copy Available**

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WORK SCHEDULE

1) Look at the work schedule on the next page. Answer the questions.

New Words:
On Call = maybe the restaurant will call you to come in at this time.
CL = closing = the time the restaurant finishes for the day.

a) What are the dates on this schedule? ____________________________.

b) What hours does Maria Hernandez work on Thursday?
__________________________________________________________________.

c) What hours does Jasmine Hart work on Saturday?
__________________________________________________________________.

d) What hours does Sara Stevens work on Monday?
__________________________________________________________________.

e) What hours does Elyse Tung work on Tuesday?
__________________________________________________________________.

LISTEN TO YOUR TEACHER. FILL IN THE BLANK SCHEDULE ON THE FOLLOWING PAGE.
<table>
<thead>
<tr>
<th>NAME</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
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<td>Tung, Elyse</td>
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<th>NAME</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
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<tbody>
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<td>Immolo Ern</td>
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</table>

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UNIT SEVEN

LEARNING A JOB
Finding a Job--Level 1A

Pham is looking for a job.
Conchita tells Pham about a job.
The Sandwich Shop needs a waiter.
Pham is not a waiter.
But he can learn to be a waiter.
The boss gives Pham the job.
The boss tells Pham about the job.
Pham needs to bring the customers a menu.
Pham forgets.
He gives the customers coffee.
But he does not bring a menu.
The customers don't want coffee.
The customers want a menu.
The customers are upset.
Easy Questions

1) What does Conchita tell Pham about?

2) What kind of job is it?

3) Who gives Pham a job?

4) What does the boss tell Pham to do when customers come in?

5) What does Pham do when customers come in?

6) How do the customers feel?
WRITE THE NAME OF THE TOOL NEXT TO THE CORRECT PICTURE.

A) pliers
B) scissors
C) drill
D) plunger
E) screwdriver
F) hammer
G) knife
H) wrench
LISTEN TO YOUR TEACHER. CUT OUT THE TOOLS PICTURES.
Put your ________ in the _________.
WRITE THE WORDS ON THE CORRECT PART OF THE PICTURE.

A) top drawer
B) middle drawer
C) bottom drawer
D) righthand cabinet
E) lefthand cabinet
F) top shelf
G) middle shelf
H) bottom shelf
ASKING FOR REPETITION

Supervisor: Put the drill on the top shelf.
Worker: Excuse me?
Supervisor: Put the drill on the top shelf.
Worker: OK.
Supervisor: And put the screwdriver in the bottom drawer.
Worker: Could you repeat, please?
Supervisor: Put the screwdriver in the bottom drawer.
Worker: OK.
Supervisor: And put the pliers in the right-hand cabinet.
Worker: More slowly, please.
Supervisor: Put the pliers in the right-hand cabinet.
Worker: OK.
Supervisor: Good job.

1) Listen to your teacher. Ask when you don't understand. Put the tools away.

2) Listen to your partner. Ask when you don't understand. Put the tools away.

3) Tell your partner where to put the tools.
ACTIVE LISTENING

Supervisor: Put the drill on the top shelf.
Worker: The drill on the top shelf?
Supervisor: Yes. And put the screwdriver in the bottom drawer.
Worker: The screwdriver in the bottom drawer?
Supervisor: Yes. And put the pliers in the right-hand cabinet.
Worker: The pliers in the righthand cabinet?
Supervisor: Yes. Good job.

1) Listen to your teacher. Ask questions to show you understand. Put the tools away.

2) Listen to your partner. Ask questions to show you understand. Put the tools away.

3) Tell your partner where to put the tools.
ASKING QUESTIONS

Supervisor: Put the screwdriver in the top drawer, put the scissors in the left-hand cabinet, put the wrench on the middle shelf.

Worker: Excuse me. Where do I put the screwdriver?
Supervisor: In the top drawer.
Worker: What do I do next?
Supervisor: Put the scissors in the left-hand cabinet and put the wrench on the middle shelf.
Worker: Could you show me?
Supervisor: Look. They go right here.
Worker: Thank you.

1) Tell your partner where to put the tools. Answer your partner's questions.

2) Your partner will tell you where to put the tools. Ask your partner questions.
GETTING WORK CHECKED

(Worker puts tools away.)

Worker: Excuse me. Could you check my work?
Supervisor: Sure. (Supervisor checks tools). This is OK, but you need to put the pliers on the bottom shelf.
Worker: Thank you. I'll do that right now. (Worker puts pliers on the bottom shelf). Is this OK?
Supervisor: Yes, that's good.

1) Listen to your partner tell you where to put the tools.
Listen actively and ask questions. When you are finished, ask your partner to check your work.

2) Tell your partner where to put the tools. Check your partner's work.
Pham is a waiter at The Sandwich Shop.
Betty is a waitress at The Sandwich Shop.
Betty talks about sports.
Pham can't understand Betty.
Pham is not friendly to Betty.
Mr. Heinke is the boss at The Sandwich Shop.
The boss wants to talk to Pham.
The boss is not happy.
He says Pham is not friendly to the customers.
He says Pham makes mistakes.
Pham tells the boss that he is sorry.
Pham wants to be friendly.
He talks to Betty.
Pham asks Betty about her grandsons.
Betty tells Pham about her grandsons.
She tells Pham how NOT to make mistakes.
She tells Pham how to talk to customers.
Easy Questions

1) Who is Betty?

2) What does she talk about?

3) Does Pham understand Betty?

4) Who is Mr. Heinke? How does he feel?

5) What does Pham say to Mr. Heinke?

6) What does Pham ask Betty about? Why?

7) How does Betty help Pham?

8) At first, Pham doesn't understand Betty. What do you do when you don't understand?
TALKING TO CO-WORKERS

THURSDAY--INTRODUCING YOURSELF
A: Hi. My name is ______________.  
B: Nice to meet you, ______________. I'm ______________.  
A: Nice to meet you.

Practice reading the dialogue with your partner. Then stand up and introduce yourself to three other students without looking at your paper.

FRIDAY--GREETING A CO-WORKER
A: Hi. How are you? 
B: Fine, thanks. How are you? 
A: I'm fine. How long have you worked here? 
B: ______________. How long have you worked here? 
A: ______________. Do you like it here? 
B: It's not bad. Do you like it here? 
A: It's not bad. 
B: Nice talking to you. 
A: Nice talking to you.

Practice reading the dialogue with your partner. Then stand up and greet three other students without looking at your paper.
MONDAY--TALKING ABOUT YOUR WEEKEND

A: Hi! How are you?
B: Not bad. How are you?
A: Fine, thanks. How was your weekend?
B: __________________________. How was your weekend?
A: __________________________.
B: Nice talking to you.
A: Nice talking to you.

Practice reading the dialogue with your partner. Then stand up and ask three other students about their weekends without looking at your paper.

TUESDAY--TALKING ABOUT YOUR FAMILY

A: Hi! How are you?
B: Pretty good. How about you?
A: I'm fine. How is your family?
B: __________________________. How is your family?
A: __________________________.
B: Nice talking to you.
A: Nice talking to you.

Practice reading the dialogue with your partner. Then stand up and talk to three other students about their families without looking at your paper.
ASKING FOR HELP

Worker: Could you help me?
Co-worker: Sure. What's the problem?
Worker: I don't know where to put the tools. Could you show me?
Co-worker: Sure. (Co-worker shows worker where to put the tools.)
Worker: Thank you!
Co-worker: Any time!

1) Ask your partner for help putting away tools.

2) Help your partner.

3) Look at the pictures. Talk about the pictures with your teacher.

4) Practice asking for help.
Could you help me _______?

- fill out this form?
- lift this?
- read this?
- fix this?
- find a hammer?
UNIT EIGHT

SAFETY
The boss asks Pham, Conchita and Cristina to clean.
The boss wants Pham to clean the carpet.
The boss wants Conchita to clean the kitchen.
The boss wants Cristina to clean the refrigerator.
Pham turns on the carpet cleaner.
The carpet cleaner is not working.
Pham goes in the kitchen.
Conchita is washing the floor.
Cristina is in the refrigerator.
She can't open the door.
Conchita opens the refrigerator door.
Cristina comes out.
She falls on the wet floor.
Cristina does not want to clean the refrigerator.
She wants to clean the carpet.
She turns on the carpet cleaner.
It is not working.
She looks at the carpet cleaner.
Cristina's hair gets caught in the carpet cleaner.
Easy Questions

1) What does the boss want Pham, Conchita and Cristina to do?

2) What is a carpet cleaner?

3) What happens when Pham uses the carpet cleaner?

4) What happens to Cristina in the refrigerator?

5) What happens to Cristina in the kitchen?

6) What happens when Cristina looks at the carpet cleaner?

7) What kind of accidents can happen at your work or in your home?
WRITE THE NAME OF THE SAFETY EQUIPMENT NEXT TO THE CORRECT PICTURE.

A) gloves
B) apron
C) work shoes
D) goggles/safety glasses
E) hard hat
F) ear plugs
SAFETY EQUIPMENT

<table>
<thead>
<tr>
<th>Safety Equipment</th>
<th>To Protect Your</th>
</tr>
</thead>
<tbody>
<tr>
<td>hard hat</td>
<td>head</td>
</tr>
</tbody>
</table>

Worker: Excuse me. This is unsafe. I need ___________.
Supervisor: OK.

1) Look at the chart. With your partner, practice asking your supervisor for safety equipment.

2) Look at the pictures on the next page. Talk about the pictures with your teacher.

3) Look at the pictures again. With your partner, practice asking for the safety equipment that the people need.
WARNINGS

Careful!

It's broken.

Watch out!

It's slippery!

It's no good!

It's sharp!

It's hot!

Watch your head!

Duck!

Look at the pictures again. Practice saying these warnings.

EXCUSE ME, IT'S UNSAFE

Worker: Excuse me. It's unsafe.
Supervisor: No, it's OK.
Worker: I'm sorry. It's unsafe. Please look at it.
Supervisor: (looks at it) OK, I'll fix it.

Look at the pictures of unsafe situations. Practice this conversation with your partner.
UNIT NINE

PERSONAL QUALITIES
PERSONAL QUALITIES

1) RESPONSIBLE

Which worker is responsible?

**Dialogue A**
9:00
Supervisor: I need you to finish cleaning these rooms by 12:00.
Worker A: OK. I will finish them.
10:00 (the worker needs more cleanser)
Worker A: Excuse me, I need some more cleanser.
Supervisor: OK. Here it is.
12:00 (the worker is finished)
Worker A: I finished the rooms. What's next?
Supervisor: Take a lunch break.

**Dialogue B**
9:00
Supervisor: I need you to finish cleaning these rooms by 12:00.
Worker A: OK. I will finish them.
10:00 (The worker needs more cleanser. The worker cannot clean without cleanser. The worker takes a break.)
12:00 (the worker is sleeping)
Supervisor: Wake up!

ARE YOU RESPONSIBLE? CIRCLE YOUR ANSWER.

yes no
2) PUNCTUAL

Which worker is punctual?

Dialogue A
8:00
Worker A: Good morning, Mr. Kim.
Supervisor: Good morning, Joe.

Dialogue B
8:20
Worker B: Good morning, Mr. Kim.
Supervisor: You're late again, Joe.

ARE YOU PUNCTUAL? CIRCLE YOUR ANSWER.

yes no

3) POSITIVE ATTITUDE

Which worker has a positive attitude?

Dialogue A
Supervisor: I need you to wash the windows.
Worker A: I don't like washing windows.

Dialogue B
Supervisor: I need you to wash the windows.
Worker B: OK. I'll be happy to.

DO YOU HAVE A POSITIVE ATTITUDE? CIRCLE YOUR ANSWER.

yes no
4) SELF-CONTROL

Which person has self-control?

Supervisor: YOU'RE THREE MINUTES LATE! THAT'S BAD! THAT'S VERY BAD! THAT'S VERY, VERY BAD! THAT'S VERY, VERY, VERY BAD!
Worker: I'm sorry. Tomorrow I will come on time.

DO YOU HAVE SELF-CONTROL? CIRCLE YOUR ANSWER.

yes no

5) APPROPRIATE CLOTHING

Look at the pictures on the next page. Which workers are wearing appropriate clothing?

DO YOU WEAR APPROPRIATE CLOTHING? CIRCLE YOUR ANSWER.

yes no
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