

Skills for Success

Working and studying in English

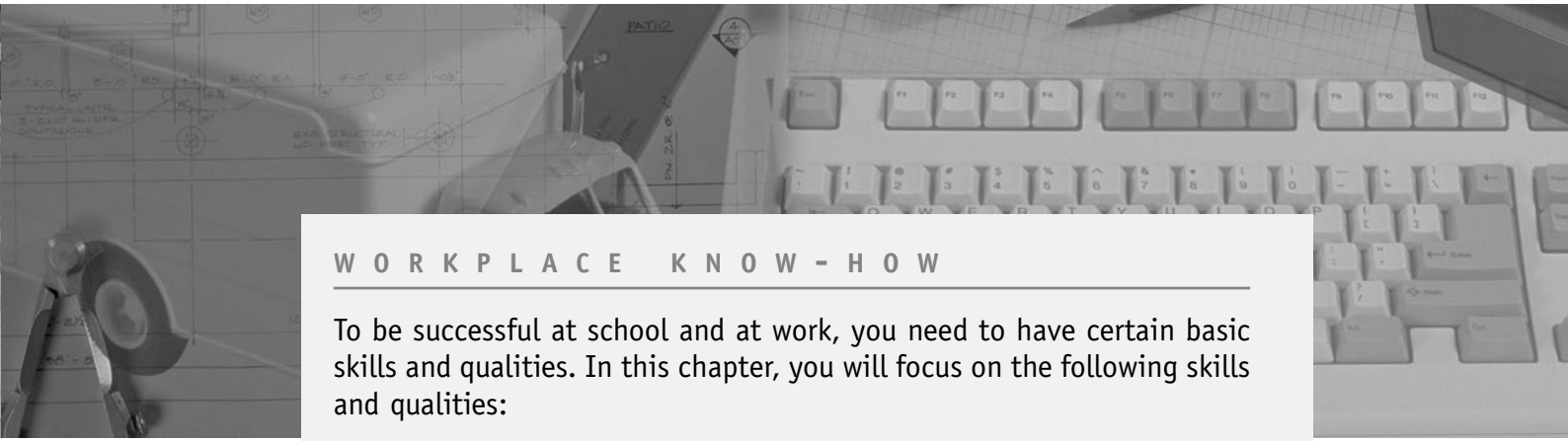
C h a p t e r 1

What Are Employers Looking For?

O B J E C T I V E S

By the end of this chapter, you will be able to:

- Interpret and communicate information from want ads.
- Describe activities and procedures you do in class and explain how they compare with what employers want you to do.
- Demonstrate your ability to work effectively in teams to complete certain tasks.
- Use participial adjectives to describe personal and work qualities.
- Write a paragraph describing an event.
- Revise and edit your own and a classmate's paragraph.
- Use appropriate language to check someone's comprehension.



W O R K P L A C E K N O W - H O W

To be successful at school and at work, you need to have certain basic skills and qualities. In this chapter, you will focus on the following skills and qualities:

1. Analyzing and interpreting information
2. Thinking creatively
3. Using your time efficiently
4. Working on a team
5. Negotiating meaning

Talk about it!

1. Did you ever apply for a job from the help-wanted ads? Did you get the job?
2. If you are from another country, do the newspapers in your country contain a help wanted section? What are some of the similarities and differences between the help-wanted ads here and in your country?

Take it down!

Your teacher will dictate a paragraph that covers the content and the grammar in this chapter. First, write what you hear. Then check it by using the Dictation Revision Form on the back inside cover.



Read about it!

PREPARATION: Brainstorming

Brainstorming is a good way to come up with new ideas or a solution to a problem. When a group of people brainstorm, they call out or write down all their ideas about a topic or a problem. With a partner or in small groups, make a list of specific things employers are looking for in all people who apply for jobs. Share your list with other groups. What qualities were mentioned most often?

PRACTICE: Interpreting and communicating information in want ads

A. Read the ads. What are employers looking for? Read the following want ads for general meaning. Don't try to understand every word.

a.

Nursing

CNA's

FT, CNA's needed for day & eve. shifts. Must be team player, w/positive outlook, strong skills, & exp. in SNF. Come and join a winning team! Outstanding salary, bonus, & benefits! Xlnt staff-to-patient ratios! Apply in person to:

Denise Frank, DON
 Hillsdale Nursing & Rehab Ctr.
 123 E. Elizabeth St.
 No phone calls.

EOE.

b.

Restaurant

Waitress, hostess, busboy

M/F, part-time, honest, hardworking team players needed. Neat appearance. Friendly. Apply between 2-3.

1251 13th Ave. No phone calls please.

c.

Hotel

The Shore View Hotel is looking for bright, energetic & experienced team players to join a great hotel staff. Competitive salary & benefits. Bilingual a plus. We have the following positions available:

- ◆ Coffee cart attendant
- ◆ Restaurant servers/hostess
 - ◆ Bartender
- ◆ Bellman/driver w/cls B lic.

Please apply in person at:
 1800 Frontage Road

d.

Retail



SALESPERSON

Join our company for part-time sales opportunities in the Fort Worth area. We are looking for team members who are bilingual (Spanish/English) and are available to work flexible hours (between 10:00 A.M. and 7:00 P.M. Sunday through Saturday). Salary: \$5.75 per hour + incentives. Apply at:

Marshall's Furniture

5455 S. Elk Drive, 3rd floor
 Fort Worth
 between 10:00 A.M.-12:00 noon
 2:00 P.M.-4:00 P.M.

or call for an appointment
 555-1212

e.

Receptionist

Busy Dallas dental office. Bilingual a plus. Must be energetic and reliable with a great attitude. Includes heavy filing, photocopying, correspondence, & repetitive misc. tasks. Mac experience desired. Apply in person at:

316 St. Michael's Way
 or call Jean, 555-1000

f.

Quality Electronics 555-7890

TEST TECHNICIAN

Requires AS degree in Electronics with 2-4 years experience or equivalent. Must have ability to troubleshoot and repair RF electronic equipment. Team players. Xlnt co. pd. benefits.

Fax résumé to 555-7892.

g.

Automotive Technician Lube technician

Full-time positions. Great entry-level position for a self-motivated, quality oriented person with the right attitude.

Apply Mon-Fri 8 A.M.-5 P.M. to Dan Moultin
 James Dean Cadillac
 4275 Wornall Rd.
 Lawrence, Kansas

B. Find the ads. Write the letter of the advertisement for each job.

- | | |
|--------------------------|------------------------------|
| 1. <u>f, g</u> trades | 4. _____ retailing fields |
| 2. _____ clerical fields | 5. _____ food service fields |
| 3. _____ medical fields | 6. _____ hotel industry |

C. **Work together.** With a partner, answer these questions about the want ads.

1. There are a few qualities that many of the ads have in common.
What are they?

2. a. What very important skill is mentioned in the ad for the test technician job?

b. Can you explain what this word means?

c. Do you ever use that skill in this class? When?

3. Find an ad that interests you. What do we do in this class that prepares you for that job?

4. Imagine that you're going for an interview for the job that interests you. What can you tell the interviewer if he/she asks, "Is there anything you want to tell me about yourself?"

5. Write two or three sentences explaining why you think your instructor gave you this exercise to do.

EVALUATION: Monitor and correct your work

Discuss your answers with the whole class.



ONLINE!

A. Search. For more about what employers are looking for, look for these addresses on the Internet or search on your own.

- Essential skills for success:
<http://www.umn.edu/~megbrady/scansskills.html>
- Job skills sought by employers:
 describing yourself: Lesson 9
<http://www.otan.dni.us/webfarm/emailproject/rancho/intro.htm>

B. Report. After you find the addresses, tell your classmates or write a brief paragraph about three or four of the skills most in demand by employers.

NOTE

If you don't have a computer or cannot get on the Internet at home, you can:

1. Go to a public library near your home or school. Libraries usually have free Internet access.
2. Find out if you can get on the Internet at your school. Schools often have Internet access.
3. Ask a friend if you can use his or her computer to get on the Internet.



Practical grammar: Adjectives that look like verbs

USAGE AND FORM

Many of you have already applied for jobs. One question interviewers often ask is, "What can you tell me about yourself that isn't in your résumé?" It's important to talk honestly about your strengths and weaknesses. Adjectives will help you describe experiences and events and how you feel about them.

Look at the examples below and think about what the words in bold type have in common:

- I'm **organized**.
- I'm **interested** in learning new things.
- I'm **motivated**.
- I'm **excited** about working with computers
- I feel very **qualified** for this type of work.

Can you do it? With a partner, answer these questions.

1. What do the words in bold type have in common?

To describe the way people feel, use participial adjectives that end in **-ed**. These participial adjectives look like verbs in the regular past tense.

2. How do you know the words in bold type are not verbs in the past tense?

.....

Look at this next set of examples and think about what the words in bold type have in common.

Working with computers is **exciting**.
 My job is **interesting**.
 This task is **boring**.

Can you do it? With a partner, answer these questions.

1. What do the words in bold type have in common?

To describe an experience, an event, or an activity, use participial adjectives that end in **-ing**. These participial adjectives look like verbs in the present continuous tense.

2. How do you know the words in bold type are not verbs in the present continuous tense?

.....

Compare each group of statements.

■ **bored, boring**

She is **bored**.

(You are describing the way she feels. Something is making her feel bored.)

The task is **boring**.

(You are describing a task or a characteristic of the task.)

■ **interested, interesting**

The student is **interested** in the lecture. (You are describing the way the student feels. Something in the lecture interests the student.)

This is an **interesting** class. (You are describing a characteristic of the class.)

Can you do it? With a partner, underline the adjectives that describe how people feel. Circle the adjectives that describe experiences or activities.

1. She's an experienced data-entry clerk.
2. Welding is very physically challenging.
3. The employees are motivated because they like their work.
4. Some people think assembly work is boring; other people never get bored doing that kind of work.
5. The student is satisfied with the report she wrote for her history class.

PRACTICE

A. Feelings or characteristics? With a group of three students, fill in the correct adjective. Discuss why you chose the answer you did. Ask yourselves: (1) Are we describing a person's feelings? (2) Are we describing the characteristics of a person or thing?

1. I was _____ at the job interview. (excited, exciting)
2. I heard some _____ news yesterday. (surprised, surprising)
3. The flight attendants were _____ after the trip. (exhausted, exhausting)
4. The foreman told an _____ story. (amused, amusing)
5. Were you _____ to learn more about computers after you used one for the first time? (motivated, motivating)
6. Speaking in front of a large group can be a _____ experience. (thrilled, thrilling)
7. The student is so _____ at that job. She keeps falling asleep. (bored, boring)

B. Describe your feelings and experiences. In teams of four, describe an experience you had and how you felt about it. First, each member should choose a job from the list below.

LEADER: You will be the first to speak. While your teammates are speaking, make sure everyone stays on task, that is, keeps to the topic. After each talk, make sure everyone asks the speaker a question.

TIMEKEEPER: Make sure everyone talks for at least two minutes but not more than three minutes. Watch the clock discreetly. (While you are speaking, the leader will be the timekeeper.)

REPORTER: Tell the whole class about one of your teammate's talks.

GRAMMAR COP: Politely correct students who use language incorrectly in their talks or their questions.

Next each member should choose a topic from the list below.

you went on a job interview	your job
you got hired for a job	your school
you got fired from a job	your family
you had an accident	your wedding
you took a trip	your child

Now take a few minutes to think about your topic. Look at the types of experiences listed below.

exciting	boring	frightening
amusing	exhausting	surprising
depressing	disappointing	annoying
frustrating		

What kind of experience did you have? How did you feel? Make some notes to use while you speak.
