

Getting and losing jobs

by Adrian Doff

Level: Intermediate and above

Time: 20 minutes

Aim: – To talk about looking for, finding and getting jobs.
– To talk about changing jobs and being promoted.
– To talk about leaving and losing jobs.

There are three ways of using this worksheet:

- Give the worksheet to students to work through independently, and then in the next lesson go through the exercises and deal with any points that arise.
- Use the worksheet for an active classroom lesson. The notes below give ideas for doing this.
- Do not give the worksheet out in class but use it as the basis for your own lesson, getting ideas and phrases from the students and presenting language on the board (use the notes below to help you). Then give out the worksheet at the end, and ask students to do the exercises for homework.

Warm-up

Warm-up: Establishing the concept

Ask students how they got their present job and what job they did before. At this stage, let them do this in any way they like, but try to home in on expressions like *applied for, looked for, had an interview, was promoted*. The aim is to focus on the concept of looking for, getting and changing jobs, and to give you an idea of what they can and can't say.

Larger classes: Do this as pairwork, then ask a few students to tell you what they said, or what they found out from their partner.

Give out the worksheet.

Worksheet

Language focus

1. **Examples A, B and C.** Read through the examples, and ask a few questions to check comprehension and focus on the key language (possible answers in brackets):

- A. What is his/her job now? (Assistant manager) What was it before? (He/She was a trainee)
What happened? (He/she moved and they promoted her)
- B. Is the person employed or unemployed? (Unemployed)
Why? (He/she was turned down, he/she was too old)
- C. Is the person employed, unemployed or self-employed? (Self-employed)
What is his/her job? (He/she runs a consultancy business = gives advice to people or companies)
What about before? (He/She was employed, worked for Mason & Partners)

2. **employment.** Read through the definitions (**Alternative:** ask students to turn the sheet over and tell you what the words mean – then read through to check).

To practise, ask students to tell you about family and friends. Ask them if they are employed, unemployed, retired, etc.

Alternative: ask students to write the names of one employed person they know, one self-employed person, one unemployed person, and one retired person. In pairs, they tell each other about the people they wrote down.

3. **getting a job.** Read the sentences, and check that students understand how the phrases are used. To do this, relate each phrase to students' own knowledge and experience, e.g.

When you left school/university, did you look for a job? How did you look for it?

If you apply for a job, what do you have to do?

Did you have an interview for your present job? What was it like? What happened?

Did they offer you the job immediately? etc.

4. **changes to your job:** Read through the examples. Point out that:

- *be promoted, be transferred* are passive forms (they promote/transfer you = you are promoted/transferred)

Ask students whether they have ever been promoted, or been transferred or moved to a new office. Ask about other colleagues in their company.

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4. leaving/losing a job: Read through the examples. To check that students understand what they mean, ask a few questions, e.g.

- If you leave a job, do you decide to do this, or does the company decide?
- Why might you leave a job? What reasons might you have?
- Do you know anyone who left recently in your company?

Ask similar questions for the other items.

Extension: role-play.

Give students letters A, B and C round the class. Students A and B form pairs: they are the management. Students who are C are employees.

Preparation. Students A and B decide what will happen to C. They can decide to:

- promote him/her
- transfer him/her to a new office or job
- fire him/her or lay him/her off

Role-play. Students A and B call C to their 'office'. They tell him/her what they have decided and why. C responds in any suitable way.

Feedback. Students who were C say what happened to them, what they said and how they feel about it.

Practice

1. Talk or write:

Students write sentences. Then ask them to read out what they have written.

Alternative: Give students a few moments to think about their past career, and possibly make a few notes. Then ask them in turn to tell you about it.

Larger classes: Do this as pairwork, then ask a few students what they said.

2. Exercise:

Do the exercise together round the class; or let students do it alone or in pairs, then go through it together.

Answers:

- I applied for a job with Megabooks. They gave me an interview, and I got the job.
- After six months, I was promoted to sales manager and I moved to the Cambridge branch.
- Megabooks started losing money, so they closed the Cambridge branch, and all the staff were made redundant.
- OnlineBooks in Glasgow offered me a job, so I started working there.
- I had to work 10 hours a day for very little money, so I resigned. Now I'm unemployed and I'm looking for a job.

Other language areas you could explore:

1. unemployment

- *be/become unemployed, get unemployment benefit/pay; take/accept (voluntary) redundancy*
- *increase/reduce unemployment, unemployment figures*

2. retirement

- *retire, take early retirement, retirement age*
- *get/receive a pension, a state pension, a company pension, pension scheme*

3. pay and conditions

- *get/be paid, receive a salary, wages, a fee*
- *get a wage increase, a pay rise*
- *fringe benefits, holidays, 'perks' (= benefits that go with a job, e.g. a car)*


4. leaving and losing jobs

- *leave (a job), resign (from), hand in your resignation*
- *be fired, get the sack*
- *be laid off*

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BUSINESS & ESP WORKSHEET

A




I got a job with Staples last year. They took me on as a trainee. Then I moved to the Brussels office, and they promoted me to assistant personnel manager.

B



I've applied for five jobs, and I had one interview, but they turned me down because of my age. So I'm still looking for a job.

C



I worked for Mason & Partners for over 10 years, but I wanted more free time. So I left and started my own consultancy business.

employment

employed = you work for someone else (a company, the government, a school, etc.)

self-employed = you work for yourself, or you have your own company

unemployed = you don't have a job

retired = you have left employment because you are over a certain age (e.g. over 65)

getting a job

You **look for** a job (e.g. you look at job advertisements).

If you **find a job**, you may **apply for** it (you send (in) an **application**).

If they are interested, they may **interview** you (or **give you an interview**).

If you're successful, they will **offer you the job**.

If you **accept** the offer, you **get the job**, or they **take you on** (= employ you).

Or they may **turn you down** (= you **don't get the job**).

| | |
|-----------|-------|
| look for | a job |
| apply for | |

| | |
|------|-------|
| find | a job |
| get | |

| |
|-----------------------------|
| give (someone) an interview |
| offer (someone) a job |

| |
|---------------------|
| take (someone) on |
| turn (someone) down |

changes to your job

move or be transferred (to a new office)

After six months, she **was transferred to** the Moscow branch.

be promoted (to manager)

He **has been promoted to** marketing director for the Middle East.

become (manager)

He isn't a sales assistant now - he **became** sales manager last month.

leaving/losing a job

leave a job

It wasn't a very well-paid job, so I **left** after a few months.

resign (from a job)

Ultra Systems made a loss of 5 million dollars last year. The chairman has **resigned**.

be fired (or **sacked**)

They discovered the new assistant stealing money. He **was fired** immediately.

lose your job

The company went bankrupt, so he **lost his job**.

be made redundant

500 workers at the Manchester factory **were made redundant** last week.

retire

She's only 55, but she's decided to **retire** early (or **take early retirement**).

| | |
|-------|-------|
| leave | a job |
| lose | |


| | |
|--------|--------------|
| resign | (from a job) |
| retire | |

| |
|-----------|
| be fired |
| be sacked |

| |
|-------------------|
| be made redundant |
| be laid off |

Exercise

Read this story. Fill the gaps with expressions from the box.

Talk or write 

Write a few sentences about your own past career. What jobs did you apply for? What jobs did you get? What jobs did you leave? Use expressions from this worksheet.

| | | | | |
|--------------|---------|-------------|----------------|----------|
| got | gave me | offered me | made redundant | resigned |
| was promoted | | looking for | applied for | moved to |

- I _____ a job with Megabooks. They _____ an interview, and I _____ the job.
- After six months, I _____ to sales manager and I _____ the Cambridge branch.
- Megabooks started losing money, so they closed the Cambridge branch, and all the staff were _____.
- OnlineBooks in Glasgow _____ a job, so I started working there.
- I had to work 10 hours a day for very little money, so I _____. Now I'm unemployed and I'm _____ a job.