

CLB 3 / 4

EMPLOYMENT  
JOB SEARCH

# SAFE HAVEN EMPLOYMENT ENGLISH PROGRAM LISTENING

Understanding a Job Description



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# SAFE HAVEN EMPLOYMENT ENGLISH PROGRAM

## Understanding a Job Description

### TASK OBJECTIVE

Learners will **demonstrate** the ability to understand **key information** from a **simple**, spoken **job description** by **identifying** the **job title**, **main duties**, **key words** and **phrases**, and **factual details**, using listening **strategies** appropriate to the CLB Level.

# CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS

## CLB 3 – IV

### Comprehending Information

Understand short, simple, descriptive communication about a person, object, situation, scene, personal experience or daily routine.

- Gets the gist.
- Identifies factual details, key words and expressions as required

### Profile of Ability

The listener can:

- Understand key words, formulaic phrases and most short sentences on topics of immediate personal relevance.

### Feature(s) of Communication

When the communication is:

- Spoken clearly at a slow to normal rate
- Often supported by visual or contextual clues
- Face-to-face with a supportive speaker or via digital media (usually one-on-one or in small groups)
- Related to topics of personal relevance
- Relatively short
- In non-demanding context

# CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS

## CLB 4 – IV

### Comprehending Information

Understand short descriptive or narrative communication on topics of personal relevance.

- Gets the gist.
- Identifies factual details, some implied meanings, key words and expressions.
- Identifies who, what, where and when.

### Profile of Ability

The listener can:

- Understand, with considerable effort, simple formal and informal communication on topics of personal relevance.

### Feature(s) of Communication

When the communication is:

- Spoken clearly at a slow to normal rate
- Sometimes supported by visual or contextual clues
- Face-to-face or via digital media (usually one-on-one or in small groups)
- Related to topics of personal relevance
- Relatively short
- In non-demanding contexts

# ASSESSMENT TASK

Listen and answer questions about a friend talking about a job opening at their company.

## INSTRUCTOR NOTES

This listening task helps refugee claimants develop the practical language skills needed to enter the workforce and support themselves in a new country. Many refugee claimants must find employment soon after arrival and being able to understand job descriptions is essential for identifying suitable opportunities. The task builds listening comprehension, expands job-related vocabulary, and familiarizes learners with Canadian workplace expectations. By practicing with real-world materials, refugee claimants gain the confidence and skills needed to apply for jobs independently, increasing their chances of economic stability and successful integration into Canadian society.

This is important because employment is a critical step toward self-sufficiency and integration for refugee claimants. Understanding job descriptions enables them to apply for roles that match their skills and interests, and prepares them for interviews and workplace communication. Without these listening skills, they may miss opportunities or misunderstand job requirements, leading to frustration and barriers to success. By practicing with CLB-aligned tasks, claimants gain both language competence and cultural insight, which are crucial for building a stable and independent life in Canada.

# OVERVIEW OF SAMPLE SKILL-BUILDING ACTIVITIES TO ADDRESS TASK CRITERIA

## Sample Activity 1

### **GUESS THE JOB**

Introducing the Task

## Sample Activity 2

### **WHAT IS THE JOB?**

Get the gist

## Sample Activity 3

### **LISTEN TO IMPORTANT WORDS**

Identify key words and phrases

## Sample Activity 4

### **LISTEN TO DETAILS**

Identify factual details

## Sample Activity 5

### **CIRCLE THE CORRECT ANSWERS**

Identify who, what, where and when

## Learner Assessment Task

Listen and answer questions about a friend talking about a job opening at their company.

# STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES

## Universal Design for Learning

- **Embedded:** Listening activities include multiple means of representation, such as audio recordings accompanied by visuals (pictures of occupations, symbols) and key vocabulary written on the board or handouts.
- **Suggested:** Play the job description audio multiple times, first for gist and then for details. Provide learners with a simple graphic organizer to fill in while listening (e.g., job title, duties, how to apply). Use pictures or icons related to the job to support understanding during listening.

## Trauma-informed Practice

- **Embedded:** Listening tasks are low-pressure, with clear instructions and opportunities for learners to process information at their own pace, reducing stress and anxiety.
- **Suggested:** Give learners time to prepare by previewing vocabulary before listening. Allow learners to listen to the recording several times without penalty for needing repetition. Encourage a calm classroom environment and remind learners that it's okay to ask for clarification or to take breaks.

## Relevant Content

- **Embedded:** The audio materials feature simple, realistic job descriptions relevant to entry-level positions refugee claimants are likely to apply for, helping learners connect language with their immediate needs.
- **Suggested:** Use recordings of job descriptions from local community centers or employment agencies. Include jobs that are common and accessible to newcomers, such as cashier, cleaner, or kitchen helper. After listening, discuss briefly how the job might fit learners' own experiences or goals.

# STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES (CONT.)

## Community Engagement & Classroom Connections

- **Embedded:** The listening task reflects real community experiences by using authentic job ads or announcements and encourages learners to think about local job opportunities.
- **Suggested:** Play recordings of actual job descriptions from local employment centers. Have learners practice listening to a “job announcement” and then discuss where to find more information or how to apply. Connect listening practice to community resources like settlement agencies.

## Accessibility

- **Embedded:** Listening materials are clear and paced appropriately for CLB 3/4 learners, with options to adjust playback speed or access transcripts to support diverse learning needs.
- **Suggested:** Provide transcripts or written summaries of the audio for learners who benefit from reading while listening. Use audio players that allow slowing down the playback without distortion. Repeat key parts of the recording and pause between sections to allow processing time.

## Inclusivity, Diversity & Unity

- **Embedded:** Job descriptions use inclusive language and represent a variety of occupations suited for diverse learners, avoiding stereotypes and welcoming all cultural backgrounds.
- **Suggested:** Select audio samples featuring speakers with different accents or backgrounds to normalize diverse voices. Encourage learners to share thoughts on how jobs are described or valued in their own cultures (if comfortable). Reinforce respect for all types of work and promote the idea that everyone's skills are valuable.



# Listening

## CLB 3

<b>Theme</b>	Employment - Job Search
<b>Task</b>	Listen to a job description and answer questions
<b>Competency</b>	IV - Comprehending Information

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	You can...	Yes (2)	Not Yet (1)
*	Get the gist (Q 1, 8)		
	Identify key words and phrases (Q 2)		
*	Identify factual details (Q 3, 4, 5, 6, 7, 9, 10)		

Your Score

\_\_\_\_\_ / 10



# Listening

## CLB 3

Continue

For next time

This task was **easy** / **so-so** / **difficult** for me, because...

Success = 70% including starred\* criteria

Successful overall in this task?

**Yes**

**Not yet**



# Listening

## CLB 4

<b>Theme</b>	Employment - Job Search
<b>Task</b>	Listen to a job description and answer the following questions
<b>Competency</b>	IV - Comprehending Information

Name: \_\_\_\_\_

Date: \_\_\_\_\_

You can...		Yes (2)	Not Yet (1)
*	Get the gist (Q 1, 8)		
	Identify key words and phrases (Q 2)		
*	Identify factual details (Q 3, 4, 5, 6, 7, 9, 10)		
*	Identifies who, what, where and when (Q 3, 4, 6, 9, 10)		

Your Score

\_\_\_\_\_ / 10

# Learner Self-Assessment of Task Criteria

Name: \_\_\_\_\_

<b>I can</b> understand the job description.	<input type="checkbox"/>
<b>I can</b> listen and answer questions about the details.	<input type="checkbox"/>
<b>I can</b> get the meaning from listening to some words.	<input type="checkbox"/>
<b>I can</b> tell who is speaking and what they are speaking about.	<input type="checkbox"/>



# Listening

# CLB 4

Continue

For next time

This task was **easy** / **so-so** / **difficult** for me, because...

Success = 70% including starred\* criteria

Successful overall in this task?

**Yes**

**Not yet**

## Sample Activity 1: Guess the Job (Introducing the Task)

### Instructions on How to Approach the Criterion

#### 1. Start with a Question:

- Ask students: *What jobs do you know?*
- Write their answers on the board (e.g., cleaner, cashier, construction worker, server).

#### 2. Describe a Job – Students Guess:

- Tell the class: *I will describe a job. You listen and guess what it is.*
- Give simple oral descriptions using CLB 3/4 language, like:  
*This person works in a restaurant. They take food to the customers. They wear a uniform. (Answer: server)*
- Let students guess aloud or raise their hands. Repeat with 3–5 job descriptions.

#### 2. Pair Activity (Optional):

- Put students in pairs. Give each pair a flashcard or picture of a job. Ask them to take turns describing it to their partner without saying
- the job name. The partner guesses.

#### 3. Wrap-Up Question:

- Ask: *What kind of information do you hear in a job description?*
- Write key words like: duties, hours, pay, skills on the board. Explain they will hear these things in today's listening task.



## Sample Activity 2: What is the Job?

(Get the gist)

### Instructions for Teachers on How to Approach the Criterion:

#### 1. Explain the Purpose Clearly:

- Say: *We are going to listen to short job descriptions. You don't need to understand every word. Just try to understand the main idea.*

#### 2. Introduce the Word "Gist":

- Write on the board: Gist = Main idea
- Give a simple example: *I work at a store. I scan items and help customers.*
- Ask: *What is the job? (Cashier)*

#### 3. Model the Listening Task:

- Read one short description slowly. Ask guiding questions:
  - *What job is this?*
  - *What do they do?*
  - *Where do they work?*

# Step-by-Step Strategies for Students:

## 1. Listen for the Job Title

- Listen for common job names: **cashier, cleaner, cook, painter, construction worker**
- If you don't hear the exact word, listen for clues:
  - I clean rooms* → cleaner
  - I take money at a store* → cashier

## 2. Listen for Key Job Tasks

- What does the worker do every day?
- Listen for action words like: **clean, carry, paint, help customers, answer phones**

## 3. Look and Listen for Clues

- Use pictures (if available)
- Think about where the person works: hotel, store, office, house
- Think: What is the main job?

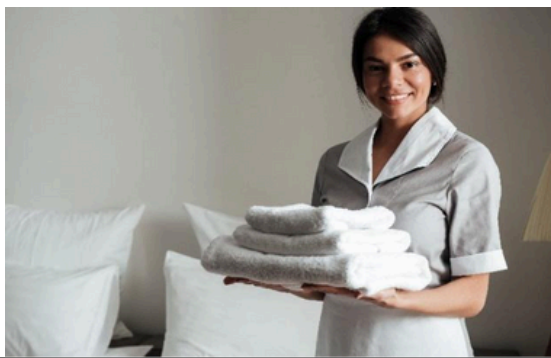
## 4. Write Down or Say the Gist

- Use a simple sentence:
  - The job is a \_\_\_\_\_.*
  - The person works in a \_\_\_\_\_.*
  - They help / clean / cook / fix / sell / paint.*

## Sample Activity 2: What is the Job?

### Instructions:

1. Look at the picture carefully.
2. Listen to people describing their jobs.
3. Choose the job they are talking about.
4. Circle the correct answer.



### What is Maria's Job?

- a. A nurse
- b. A housekeeper
- c. A hotel cleaner
- d. A hotel manager



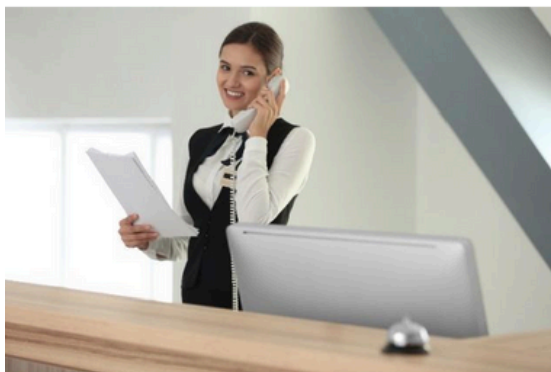
### What is Ahmed's Job?

- a. A plumber
- b. A carpenter
- c. An engineer
- d. A construction worker



### What is Jason's Job?

- a. A cleaner
- b. A carpenter
- c. A building manager
- d. A painter



### What is Rosa's Job?

- a. A teacher
- b. A receptionist
- c. A lawyer
- d. A store manager

## TRANSCRIPT

### Sample Activity 2: Get the gist

#### 1. Hotel Cleaner

Hello. My name is Maria. I work in a hotel. I clean guest rooms every day. I make the bed and change the sheets. I clean the bathroom and vacuum the floor. I take out the garbage. I also give clean towels and soap. I work in the morning and finish in the afternoon. Sometimes I clean many rooms in one day. It is hard work, but I like it. I feel happy when the room looks nice.

#### 2. Construction Worker

Hi. My name is Ahmed. I help build houses and buildings. I carry heavy materials. I use tools like hammers, drills, and saws. I wear a hard hat, gloves, and boots. I work outside most of the time. My work starts early in the morning. Sometimes the weather gets hot or cold. I need to be strong and careful. I like working with my hands. I feel happy when the job is done.

#### 3. Painter

Hello. My name is Jason. I paint houses and buildings. I paint walls, doors, and ceilings. I use brushes, rollers, and ladders. I wear old clothes and cover the floor. I mix paint and choose the right color. Sometimes I work alone, and sometimes with a team. I need to be careful and neat. I like seeing the room after painting. It looks fresh and clean. I enjoy my job.

#### 4. Receptionist

Hi. My name is Rosa. I sit at the front desk in an office. I answer the phone and take messages. I say hello to people when they come in. I help visitors find the right person or office. I use a computer to check appointments. I smile and speak clearly. I work during the day from Monday to Friday. I need to be polite and friendly. I enjoy helping people. I like working with others.

## Sample Activity 3: Listen for Important Words

(Identify key words and phrases)

### Instructions for Teachers on How to Approach the Criterion:

#### 1. Explain the Purpose Clearly

- Say: *You will hear short sentences or conversations. You don't have to understand every word. Focus on hearing important words that help you understand the meaning.*

#### 2. Introduce the Term "Key Words"

- Write on the board: "**Key words = Important words that give you information**"
- Give a simple example: *I cook food in a restaurant.*
- Ask: *What are the key words?* (cook, food, restaurant)

#### 3. Model the Listening Task

- Read a short sentence slowly. Ask guiding questions:
  - *What are the key words?*
  - *What do they tell you?*
  - *Can you guess the meaning?*

**Example:** *I answer phones and write messages in an office.*

- Key words: *answer phones, write messages, office*
- *What is the job?* (Receptionist or Office Assistant)

## Step-by-Step Strategies for Students:

### 1. Listen for Action Words

- Action words are often verbs (what the person does): *clean, cook, fix, help, answer, paint*
- These help you understand the task or job.

### 2. Listen for Nouns (Things and Places)

- Important nouns can tell you:
  - What the person works with: *tools, people, food*
  - Where they work: *office, house, kitchen, store*

### 3. Ignore Extra Words

- Don't worry about small words like "the," "a," "is," "and."
- Focus on **content words** – words with meaning.

### 4. Practice with Short Sentences

- Listen to short sentences and try to pick out:
  - *Who?* (person or job)
  - *What?* (action)
  - *Where?* (place)

### 5. Say or Write the Key Words

- After listening, students can:
  - Write 2–3 important words
  - Say the words out loud
  - Use them in a sentence (optional)

#### Example:

- Key words: *cook, food, kitchen*
- Sentence: *The person cooks food in a kitchen.*

### Sample Activity 3: Listen for Important Words (continued)

#### Instructions:

- You will hear **8 short job descriptions**.
- Listen **twice**.
- **Circle** the correct answer.
- **Write** the action word you hear and the name of the place in the blanks.

<b>Job 1</b>	a. Server	a. Cleaner	b. Cook	What action word do you hear? <b><u>Clean</u></b> What place do you hear? <b><u>Hospital</u></b>
<b>Job 2</b>	a. Server	b. Painter	c. Plumber	What action word do you hear? _____ What place do you hear? _____
<b>Job 3</b>	a. Painter	b. Receptionist	c. Plumber	What action word do you hear? _____ What place do you hear? _____
<b>Job 4</b>	a. Cook	b. Cleaner	c. Painter	What action word do you hear? _____ What place do you hear? _____
<b>Job 5</b>	a. Server	b. Office Assistant	c. Plumber	What action word do you hear? _____ What place do you hear? _____
<b>Job 6</b>	a. Server	b. Bus Driver	c. Cleaner	What action word do you hear? _____ What place do you hear? _____
<b>Job 7</b>	a. Cashier	b. Plumber	c. Teacher	What action word do you hear? _____ What place do you hear? _____
<b>Job 8</b>	a. Teacher	b. Cook	c. Driver	What action word do you hear? _____ What place do you hear? _____

## TRANSCRIPT AND ANSWER KEY

### Sample Activity 3: Listen for Important Words

(Identify key words and phrases)

#### Instructions:

- You will hear **8 short job descriptions**.
- Listen **twice**.
- **Circle** the correct answer.
- **Write** the action word you hear and the name of the place in the blanks.

1. **Job 1: "I use a broom and mop. I clean rooms in a hospital."** → *Cleaner*
2. **Job 2: "I take orders and serve food in a restaurant."** → *Server*
3. **Job 3: "I work in a house. I fix sinks and toilets."** → *Plumber*
4. **Job 4: "I paint walls in houses and buildings."** → *Painter*
5. **Job 5: "I answer the phone and write emails in an office."** → *Office Assistant*
6. **Job 6: "I drive children to school in a big yellow vehicle."** → *Bus Driver*
7. **Job 7: "I help people in a store. I take money and give receipts."** → *Cashier*
8. **Job 8: "I work in a school. I help students learn English."** → *Teacher*

## Sample Activity 4: Listen to Details

(Identify factual details)

### Instructions for Teachers on How to Approach the Criterion:

#### 1. Say the Purpose Clearly

- Say to students: *Today, we will listen to short job descriptions. You don't need to understand everything. Just listen for **facts**:*
  - What **time** the person works
  - What **days** they work
  - What kind of **shift** (morning, night, weekend)

#### 2. Teach the Vocabulary

- Write on the board and explain:

Word	Meaning	Example
<b>Time</b>	When the person works	8 a.m. to 4 p.m. Monday to
<b>Days</b>	What days they work	Friday Morning shift /
<b>Shift</b>	Type of work time	Night shift

#### 3. Give an Example

- Read slowly:
 

*I work from 9 a.m. to 5 p.m., Monday to Friday.*
- Ask students:
  - *What time do they work?* → **9 a.m. to 5 p.m.**
  - *What days do they work?* → **Monday to Friday**
  - *What kind of shift is it?* → **Day shift**

## Step-by-Step Strategies for Students:

### 1. Listen for the Time

- Listen for numbers and words like **a.m.** and **p.m.**
- **Example:** *I start at 7 a.m.* → This is **morning**

### 2. Listen for the Days

- Listen for days of the week:

#### **Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday**

- Also listen for:
  - “weekends” (Saturday and Sunday)
  - “every day”
  - “part-time” (not all days)
  - “full-time” (usually 5 days)

### 3. Listen for the Shift

- Listen for words like:
  - **Morning shift** → early (6 a.m. to 12 p.m.)
  - **Evening shift** → afternoon or night (3 p.m. to 10 p.m.)
  - **Night shift** → late (10 p.m. to 6 a.m.)

### 4. Say or Write the Details

- Use simple sentences:
  - **Time:** They work from \_\_\_ to \_\_\_.
  - **Days:** They work on \_\_\_.
  - **Shift:** They work the \_\_\_ shift.

## Sample Activity 4: Listen to Details

(Identify factual details)

### Instructions:

- You will listen to **short job descriptions** twice.
- Listen carefully for **important details**.
- You do **not** need to understand every word.
- Just listen for:
  - What **time** the person works
  - What **days** they work
  - What **type** of work (Full-time, Part-time)
  - What kind of **shift** they work (morning, evening, night)

### Task 1: Fill in the blanks with the correct information.

#### Job description 1:

- Time? → 10 p.m. to \_\_\_\_\_.
- Days? → Monday to \_\_\_\_\_.
- Shift? → Night shift.

#### Job description 2:

- Time? → \_\_\_\_\_ to \_\_\_\_\_.
- Days? → Saturday and \_\_\_\_\_.
- Shift? → \_\_\_\_\_ shift.

#### Job description 3:

- Time? → \_\_\_\_\_ to 10 p.m.
- Days? → \_\_\_\_\_ to Friday.
- Shift? → Evening shift.

#### Job description 4:

- Days? → Tuesday, \_\_\_\_\_, Thursday
- Time? → Starts at \_\_\_\_\_.
- Type? → Part-time.
- Shift? → Afternoon shift.

#### Job description 5:

- Time? → \_\_\_\_\_ to \_\_\_\_\_.
- Days? → \_\_\_\_\_ to \_\_\_\_\_.
- Shift? → \_\_\_\_\_ shift.
- Type? → Full-time.

**Job description 6:**

- Time? → \_\_\_\_\_ to \_\_\_\_\_.
- Days? → \_\_\_\_\_ and \_\_\_\_\_.
- Shift? → \_\_\_\_\_ shift.
- Type? → Part-time / Weekend work.

**Job description 7:**

- Time? → \_\_\_\_\_ to \_\_\_\_\_.
- Days? → Four days a week.
- Shift? → \_\_\_\_\_ shift.
- Type? → \_\_\_\_\_.

**Job description 8:**

- Time? → \_\_\_\_\_ to \_\_\_\_\_.
- Days? → Five nights a week.
- Shift? → \_\_\_\_\_ shift.
- Type? → \_\_\_\_\_.

**Task 2: Work with a partner. Take turns asking and answering the questions. Listen to your partner's answer carefully.**

<b>About Time:</b>	<ul style="list-style-type: none"> <li>• What time do you start work?</li> <li>• What time do you finish work?</li> <li>• Do you work in the morning, afternoon, or night?</li> </ul>
<b>About Days:</b>	<ul style="list-style-type: none"> <li>• What days do you work?</li> <li>• Do you work on weekends?</li> <li>• Do you work every day?</li> </ul>
<b>About Shifts and Type of Work:</b>	<ul style="list-style-type: none"> <li>• Do you work part-time or full-time?</li> <li>• Do you work the morning shift, evening shift, or night shift?</li> <li>• How many hours do you work in a day?</li> </ul>

## TRANSCRIPT AND ANSWER KEY

### Sample Activity 4: Listen to Details (Identify factual details)

#### Instructions:

- You will listen to **short job descriptions**.
- Listen carefully for **important details**.
- You do **not** need to understand every word.
- Just listen for:
  - What **time** the person works
  - What **days** they work
  - What **type** of work (Full-time, Part-time)
  - What kind of **shift** they work (morning, evening, night)

1. "I work from 10 p.m. to 6 a.m., Monday to Friday."

- Time? → **10 p.m. to 6 a.m.**
- Days? → **Monday to Friday**
- Shift? → **Night shift**

2. "I work on weekends, from 9 a.m. to 1 p.m."

- Time? → **9 a.m. to 1 p.m.**
- Days? → **Saturday and Sunday**
- Shift? → **Morning shift**

3. "I work Monday to Friday, from 2 p.m. to 10 p.m."

- Time? → **2 p.m. to 10 p.m.**
- Days? → **Monday to Friday**
- Shift? → **Evening shift**

4. "I work part-time. I work Tuesday, Wednesday, and Thursday. I start at 1 p.m."

- Days? → **Tuesday, Wednesday, Thursday**
- Time? → **Starts at 1 p.m.**
- Type? → **Part-time, afternoon**

5. "I work full-time. I start at 8 a.m. and finish at 4 p.m. I work from Monday to Friday."

- **Time?** → 8 a.m. to 4 p.m.
- **Days?** → Monday to Friday
- **Shift?** → Day shift
- **Type?** → Full-time

6. "I clean houses on Saturday and Sunday. I work from 10 a.m. to 2 p.m."

- **Time?** → 10 a.m. to 2 p.m.
- **Days?** → Saturday and Sunday
- **Shift?** → Morning shift
- **Type?** → Part-time / Weekend work

7. "I work in a store in the evening. I start at 3 p.m. and finish at 9 p.m. I work four days a week."

- **Time?** → 3 p.m. to 9 p.m.
- **Days?** → Four days a week (*days not specified — okay for CLB 4*)
- **Shift?** → Evening shift
- **Type?** → Part-time

8. "I work at night. I start at 11 p.m. and finish at 7 a.m. I work five nights a week."

- **Time?** → 11 p.m. to 7 a.m.
- **Days?** → Five nights a week (*days not specified — acceptable at CLB 4*)
- **Shift?** → Night shift
- **Type?** → Full-time (implied)

## Sample Activity 5: Circle the Correct Answers

(Identify who, what, where and when)

### Instructions for Teachers on How to Approach the Criterion:

#### 1. Say the Purpose Clearly

- Say to students: *Today, we will listen to short job descriptions. You don't need to understand every word. Just listen for important facts. Ask yourself these questions:*
  - **Who** is doing the job?
  - **What** do they do?
  - **Where** do they work?
  - **When** do they work? (Time, days, shift)

#### 2. Teach the Vocabulary

- Write these on the board and go over each word with examples:

Word	Meaning	Example
<b>Who</b>	The person or job title	Cleaner, cook, receptionist
<b>What</b>	The job tasks	Clean rooms, cook food, answer phones
<b>Where</b>	The place of work	Hotel, kitchen, store
<b>When</b>	The time, days, and shift	8 a.m. to 4 p.m., weekends, night shift

#### 3. Give a Listening Example (Model)

- Read slowly: *I work in a hotel. I clean rooms from Monday to Friday. I start at 7 a.m. and finish at 3 p.m.*
- Then ask students:
  - **Who is it?** → A cleaner
  - **What do they do?** → Clean rooms
  - **Where do they work?** → In a hotel
  - **When do they work?** → 7 a.m. to 3 p.m., Monday to Friday (Morning shift)

## Step-by-Step Strategies for Students:

### 1. Listen for “WHO”: Who is doing the job? What is the job title?

#### Examples:

- *I answer phones* → Receptionist
- *I cook meals* → Cook
- *I paint walls* → Painter

### 2. Listen for “WHAT”: What does the person do at work?

Listen for action words: **Clean, help, cook, build, paint, serve, answer**

### 3. Listen for “WHERE”: Where does the person work?

Listen for places like: **Store, restaurant, hotel, house, construction site**

### 4. Listen for “WHEN”: When does the person work?

Listen for:

<b>Time:</b>	<ul style="list-style-type: none"> <li>• <i>I start at 8 a.m.</i></li> <li>• <i>I finish at 5 p.m.</i></li> </ul>
<b>Days:</b>	<ul style="list-style-type: none"> <li>• <i>Monday to Friday</i></li> <li>• <i>On weekends</i></li> <li>• <i>Every day</i></li> <li>• <i>Only on Sundays</i></li> </ul>
<b>Shift:</b>	<ul style="list-style-type: none"> <li>• Morning shift → 6 a.m. – 12 p.m.</li> <li>• Evening shift → 3 p.m. – 10 p.m.</li> <li>• Night shift → 10 p.m. – 6 a.m.</li> <li>• Part-time or full-time</li> </ul>

### 5. Say or Write the Answers

- Use these sentence frames to answer:
  - **Who:** *The job is a \_\_\_.*
  - **What:** *They \_\_\_ at work.*
  - **Where:** *They work in a \_\_\_.*
  - **When:**
    - *They work from \_\_\_ to \_\_\_.*
    - *They work on \_\_\_.*
    - *They work the \_\_\_ shift.*

## Sample Activity 5: Circle the Correct Answers

### Instructions:

- Listen carefully.
- Read each question and the choices (A, B, C, D).
- Choose and circle the best answer.

### Listening 1

#### 1. Who is doing the job?

- A. Cleaner                      B. Server                      C. Cook                      D. Painter

#### 2. What do they do?

- A. Clean rooms              B. Cook meals              C. Answer phones              D. Paint walls

#### 3. Where do they work?

- A. Hotel                      B. Restaurant              C. Office                      D. Store

#### 4. When do they work?

- A. From 7 a.m. to 3 p.m.                      B. On weekends only  
C. From 10 a.m. to 6 p.m. every day                      D. Night shift

### Listening 2

#### 1. Who is doing the job?

- A. Cook                      B. Receptionist                      C. Cleaner                      D. Painter

#### 2. What do they do?

- A. Help customers and answer phones              B. Cook food  
C. Clean rooms                      D. Paint walls

#### 3. Where do they work?

- A. Store                      B. Restaurant                      C. Office                      D. Hotel

#### 4. When do they work?

- A. Monday to Friday, 9 a.m. to 5 p.m.                      B. Weekends, 8 a.m. to 1 p.m.  
C. Nightshift                      D. From 12 p.m. to 8 p.m.

## Listening 3

### 1. Who is doing the job?

- A. Receptionist      B. Cook      C. Cleaner      D. Painter

### 2. What do they do?

- A. Clean houses      B. Answer phones      C. Paint walls      D. Cook food

### 3. Where do they work?

- A. Restaurant      B. Houses      C. Office      D. Store

### 4. When do they work?

- A. Monday to Friday      B. Every day  
C. Night shift      D. Weekends, 8 a.m. to 1 p.m.

## Listening 4

### 1. Who is doing the job?

- A. Cook      B. Cleaner      C. Receptionist      D. Painter

### 2. What do they do?

- A. Cook meals      B. Paint walls      C. Clean rooms      D. Answer phones

### 3. Where do they work?

- A. Construction site      B. Restaurant      C. Store      D. Office

### 4. When do they work?

- A. Morning shift      B. Night shift  
C. Evening shift, 3 p.m. to 10 p.m.      D. Weekends only

## TRANSCRIPT AND ANSWER KEY

### Sample Activity 5: Circle the Correct Answers

(Identify who, what, where and when)

#### Instructions:

- Listen carefully.
- Read each question and the choices (A, B, C, D).
- Choose and circle the best answer.

#### Listening 1

“I work in a restaurant. I cook meals every day. I work from 10 a.m. to 6 p.m.”

#### 1. Who is doing the job?

- A. Cleaner
- B. Server
- C. **Cook**
- D. Painter

#### 2. What do they do?

- A. Clean rooms
- B. **Cook meals**
- C. Answer phones
- D. Paint walls

#### 3. Where do they work?

- A. Hotel
- B. **Restaurant**
- C. Office
- D. Store

#### 4. When do they work?

- A. From 7 a.m. to 3 p.m.
- B. On weekends only
- C. **From 10 a.m. to 6 p.m. every day**
- D. Night shift

## Listening 2

“I answer phones and help customers. I work in an office from Monday to Friday. My shift is 9 a.m. to 5 p.m.”

### 1. Who is doing the job?

- A. Cook
- B. **Receptionist**
- C. Cleaner
- D. Painter

### 2. What do they do?

- A. **Help customers and answer phones**
- B. Cook food
- C. Clean rooms
- D. Paint walls

### 3. Where do they work?

- A. Store
- B. Restaurant
- C. **Office**
- D. Hotel

### 4. When do they work?

- A. **Monday to Friday, 9 a.m. to 5 p.m.**
- B. Weekends, 8 a.m. to 1 p.m.
- C. Night shift
- D. From 12 p.m. to 8 p.m.

## Listening 3

“I clean houses on weekends. I work from 8 a.m. to 1 p.m. on Saturday and Sunday.”

### 1. Who is doing the job?

- A. Receptionist
- B. Cook
- C. **Cleaner**
- D. Painter

### 2. What do they do?

- A. **Clean houses**
- B. Answer phones
- C. Paint walls
- D. Cook food

### 3. Where do they work?

- A. Restaurant
- B. **Houses**
- C. Office
- D. Store

### 4. When do they work?

- A. Monday to Friday
- B. Every day
- C. Night shift
- D. **Weekends, 8 a.m. to 1 p.m.**

## Listening 4

“I paint walls in new buildings. I work at a construction site during the evening shift, from 3 p.m. to 10 p.m.”

### 1. Who is doing the job?

- A. Cook
- B. Cleaner
- C. Receptionist
- D. **Painter**

### 2. What do they do?

- A. Cook meals
- B. **Paint walls**
- C. Clean rooms
- D. Answer phones

### 3. Where do they work?

- A. **Construction site**
- B. Restaurant
- C. Store
- D. Office

### 4. When do they work?

- A. Morning shift
- B. Night shift
- C. **Evening shift, 3 p.m. to 10 p.m.**
- D. Weekends only

**CLB 3 Listening IV Assessment Task Handout**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Listening CLB 4-IV. Comprehending  
Information Understanding a Job Description****CLB 3**

**Criteria:** Gets the gist (#1, 8); Identify key words (#2); Identify factual details (#3, 5, 6, 7, 8, 9, 10); Identify key phrases (#4)

**Instructions:** You will listen to your friend talk about a job opening at their company. Listen carefully. **Circle** the correct answer. You will hear the message two times.

**1. What is this message about?** (*Gets the gist*)

- a. A restaurant's new menu
- b. A part-time kitchen job
- c. How to cook food

**2. What is the job?** (*Identifies key words*)

- a. Cook
- b. Dishwasher
- c. Kitchen helper

**3. Is the job full-time or part-time?** (*Identifies factual detail*)

- a. Full-time
- b. Part-time
- c. Volunteer

**4. What are some things the person will do?** (*Identifies key phrases*)

- a. Drive a bus
- b. Cook, wash dishes, and clean
- c. Take food orders

**5. Where is the restaurant?** (*Identifies factual detail*)

- a. Near a school
- b. Near the bus station
- c. In a mall

6. **What time does the shift start?** (*Identifies factual detail*)
- a. 9 a.m.
  - b. 12 p.m.
  - c. 3 p.m.
7. **What days will the person work?** (*Identifies factual detail*)
- a. Monday to Friday
  - b. Wednesday to Sunday
  - c. Saturday and Sunday only
8. **Why do you need comfortable shoes?** (*Gets the gist / Identifies factual detail*)
- a. Because you walk outside
  - b. Because you stand a lot
  - c. Because you cook
9. **Is experience necessary?** (*Identifies factual detail*)
- a. Yes, you must have experience
  - b. No, experience is not needed
  - c. You need to go to school
10. **When should you call if you have questions?** (*Identifies factual detail*)
- a. In the morning
  - b. At night
  - c. In the afternoon

## LISTENING SCRIPT AND ANSWER KEY (CLB 3)

“Hi there! I just wanted to tell you about a job we have. We’re looking for a kitchen helper. It’s a part-time job at a restaurant. You’ll help cook food, wash dishes, and clean the kitchen. The restaurant is near the bus station, so it’s easy to get to. The hours are from 3 p.m. to 9 p.m., Wednesday to Sunday. Make sure to wear comfortable shoes, because you’ll be standing a lot. The team is really nice, and they work well together. You don’t need experience, but it’s good if you have some. If you have any questions, just call me in the afternoon, okay? Thanks! Talk to you soon!”

### Multiple-Choice Questions (CLB 3)

1. **What is this message mostly about?** (*Gets the gist*)

- A) A restaurant’s new menu
- B) A part-time kitchen job**
- C) How to cook food

2. **What is the job?** (*Identifies key words*)

- A) Cook
- B) Dishwasher
- C) Kitchen helper**

3. **Is the job full-time or part-time?** (*Identifies factual detail*)

- A) Full-time
- B) Part-time**
- C) Volunteer

4. **What are some things the person will do?** (*Identifies key phrases*)

- A) Drive a bus
- B) Cook, wash dishes, and clean**
- C) Take food orders

**5. Where is the restaurant?** *(Identifies factual detail)*

**A) Near the bus station**

B) Near a school

C) In a mall

**6. What time does the shift start?** *(Identifies factual detail)*

A) 9 a.m.

B) 12 p.m.

**C) 3 p.m.**

**7. What days will the person work?** *(Identifies factual detail)*

A) Monday to Friday

**B) Wednesday to Sunday**

C) Saturday and Sunday only

**8. Why do you need comfortable shoes?** *(Identifies factual detail)*

A) Because you walk outside

**B) Because you stand a lot**

C) Because you cook

**9. Is experience required?** *(Identifies factual detail)*

**A) No, experience is not needed**

B) Yes, you must have experience

C) You need to go to school

**10. When should you call if you have questions?** *(Identifies factual detail)*

A) In the morning

B) At night

**C) In the afternoon**

**CLB 4 Assessment Task Handout**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Listening CLB 4-IV. Comprehending  
Information Understanding a Job Description****CLB 4**

**Criteria:** Gets the gist (#1); Identify key words (#2); Identify factual details (#3-10); Identify key phrases (#7)

**Instructions:** You will listen to your friend talk about a job opening at their company. Listen carefully and circle the correct answer. You will hear the message two times.

1. **What is the main idea of the message?** (*Gets the gist*)
  - a. A new restaurant is opening.
  - b. A person is giving details about a job.
  - c. Someone is looking for a cook.
2. **What kind of job is being offered?** (*Identifies key words*)
  - a. Cashier
  - b. Kitchen helper
  - c. Bus driver
3. **Where is the restaurant located?** (*Identifies where*)
  - a. Near a school
  - b. In a mall
  - c. Next to the main bus station
4. **What does the job include?** (*Identifies what*)
  - a. Taking orders and serving food
  - b. Helping cook, washing dishes, and cleaning
  - c. Driving the delivery truck
5. **What time does the shift start and end?** (*Identifies when / factual details*)
  - a. 9 a.m. to 3 p.m.
  - b. 3 p.m. to 9 p.m.
  - c. 5 p.m. to 10 p.m.

6. **On which days will the person work?** (*Identifies when*)
- Monday to Friday
  - Wednesday to Sunday
  - Saturday and Sunday only
7. **Why are comfortable shoes important?** (*Identifies key phrase/factual detail*)
- Because you will be outside
  - Because the shoes are part of the uniform
  - Because you will stand for many hours
8. **Is kitchen experience necessary?** (*Identifies factual detail*)
- Yes, you must have experience.
  - No, experience is helpful but not needed.
  - Only if you want to be a chef.
9. **Who is the speaker talking to?** (*Identifies who*)
- A stranger at the restaurant
  - A friend who might want the job
  - The restaurant manager
10. **When should the listener call if they have questions?** (*Identifies when*)
- In the morning
  - At night
  - In the afternoon

**LISTENING SCRIPT AND ANSWER KEY (CLB 4)**

“Hi there! I just wanted to tell you about a job opening at my workplace. We’re looking for a part-time kitchen helper at our restaurant. The job includes helping the cook, washing dishes, and cleaning the kitchen area. The restaurant is next to the main bus station, so it’s easy to get there by bus. The shift starts at 3 p.m. and ends at 9 p.m., and you would work from Wednesday to Sunday. You should wear comfortable shoes, because you’ll be standing for many hours. Our team is friendly and helpful, and we work well together. If you have some kitchen experience, that’s great — but it’s not required. If you have any questions, please call me in the afternoon. I think you would really enjoy this job! Talk to you soon!”

**Multiple-Choice Questions (CLB 4)**

**1. What is the main idea of the message?** (*Gets the gist*)

- A) A new restaurant is opening.
- B) A person is giving details about a job.**
- C) Someone is looking for a cook.

**2. What kind of job is being offered?** (*Identifies key words*)

- A) Kitchen helper**
- B) Cashier
- C) Bus driver

**3. Where is the restaurant located?** (*Identifies where*)

- A) Near a school
- B) In a mall
- C) Next to the main bus station**

**4. What does the job include?** (*Identifies what*)

- A) Taking orders and serving food
- B) Helping cook, washing dishes, and cleaning**
- C) Driving the delivery truck

**5. What time does the shift start and end?** (*Identifies when / factual details*)

A) 9 a.m. to 3 p.m.

**B) 3 p.m. to 9 p.m.**

C) 5 p.m. to 10 p.m.

**6. On which days will the person work?** (*Identifies when*)

A) Monday to Friday

B) Saturday and Sunday only

**C) Wednesday to Sunday**

**7. Why are comfortable shoes important?** (*Identifies key phrase/factual detail*)

A) Because you will be outside

B) Because the shoes are part of the uniform

**C) Because you will stand for many hours**

**8. Is kitchen experience necessary?** (*Identifies factual detail*)

A) Yes, you must have experience

**B) No, experience is helpful but not needed**

C) Only if you want to be a chef

**9. Who is the speaker talking to?** (*Identifies who*)

**A) A friend who might want the job**

B) A stranger at the restaurant

C) The restaurant manager

**10. When should the listener call if they have questions?** (*Identifies when*)

A) In the morning

B) At night

**C) In the afternoon**