Employment
INTRODUCTION

Before tutors and students can begin planning lessons, goals need to be set according to those expressed by the student and his/her existing level of English. Once the goals have been set (to gain employment, to be able to shop independently, to be able to communicate with their children's teachers, etc.) then the planning can begin.

This packet (1 of 10) has been developed to assist tutors in creating lessons that will help students in a practical manner in their every-day life. Life skills are listed under each topic or subject with ideas for practice activities. The use of real-life material, e.g. actual application forms, the telephone directory, the newspaper, in the lesson provides the student an opportunity to practice in a safe, non-threatening environment. Some examples of real-life material are included.

To give the tutor and the student satisfaction that progress is being made toward the goals, an Achievement Log has been developed. The log is for the recording by the student of those accomplishments achieved beyond and outside the lesson time. It might be that your student can now make phone calls, help a child with homework, write a note or fill out an application form. An awareness of these changes will motivate your student to set the next goals.

Materials for These Techniques

- Newspaper Classified Ads
- Telephone Directories
- Job Application Blanks
- Company Policy Handbooks
- 3” x 5” index cards
- Colored Markers
- Post-It Notes
- Safety Signs
EMPLOYMENT

Here are some life skills that can be used as the basis for a lesson with suggestions for practice activities.

Looking for Employment:

1. Understand job sources, e.g. want ads, networking, employment agencies, Internet.
   
   Suggestions: Discuss different occupations. Find, read, and circle examples of jobs in the want ads that the learner is interested in. Discuss abbreviations and job-related vocabulary. Discuss importance of networking. Find and discuss jobs posted on the Internet. Discuss how employment agencies work and where to find them. (See page 14).

2. Understand and apply for a Social Security card.
   
   Suggestions: Discuss what it is for and where to apply for it.

3. Understand and apply for a green card.
   
   Suggestions: Discuss what it is for and where to apply for it.

4. Fill out a job application.
   
   Suggestions: Collect an assortment of application forms. List important words. Speak and read the words. Find them on the application forms. Fill out the application forms. (See pages 9-12)

5. Prepare a resume and cover letter.
   
   Suggestions: Discuss and record what job qualifications and work experience the learner has and what other information is needed for a resume. Research appropriate type of resume for the learner’s qualifications and position. Discuss how to get background information from the Internet about companies advertising vacancies. (See page 8).

6. Make a call scheduling an interview.
   
   Suggestions: Role play the call.

7. Understand and respond to questions in an interview.
   
   Suggestions: Discuss what questions might be asked and what standards of behavior are expected in an interview. Role play a personal interview
and a phone interview. If possible, video tape the personal interview and tape record the phone interview for playback and discussion later. If possible, set up a mock interview with someone who has experience in interviewing and ask for his/her feedback.

8. Write a thank-you letter for an interview.

9. Write a follow-up letter for an interview.

10. Write a letter requesting the status of a job application submitted previously.

11. Understand basic computer operations.

   Suggestions: Find out if the local library has computers for use. Discuss what programs are available and introduce the learner to the computer. Talk about the possibility of taking computer classes.

12. Write and read a short work memo.

   Suggestions: Discuss what messages the learner might have to take and read. Select the words that the learner might need for these messages. Practice writing and reading memos.

On the job:

1. Understand the American work culture, e.g. punctuality, teamwork, congeniality, cooperation, etc.

2. Understand signs, charts, and safety procedures.

   Suggestions: Ask the learner to observe and bring to class any forms, charts, and copies of signs that he/she doesn’t understand.

3. Understand payroll forms, employee handbooks, company policies, union and employee contracts.

   Suggestions: Read and understand the words used in employee handbooks, company policy statements, and employee contracts. Practice filling out a W-4 form. (See page 13).

4. Call in with an excuse for an absence.

   Suggestions: Discuss what would be acceptable as a reason for an absence. Role play making the call.
5. Ask for a raise.

Suggestions: Discuss when it is appropriate to ask for a raise and what words to use. Role play the conversation.

6. Arrange for time off.

Suggestions: Discuss when time off could be expected. Together practice the conversation.

7. Complain about working conditions.

Suggestions: Discuss what would be considered reasonable working conditions. Practice the conversation together.

8. Understand appropriate skills and education needed for improving one’s performance on the job.

Suggestions: Discuss any job-related goals that the learner might have and what he/she may need to do to reach these goals.
Activities for Building Vocabulary

Scavenger/Treasure Hunt: Make a list of words relating to the topic being studied, e.g. food, furniture, dictionary terms, etc. and ask the student to find them as you follow along, or if feasible, bring the objects to you. Variation: Say the word and ask the student to write the word on a Post-it Note and attach it to the located object.

Scrabble Game. Distribute the Scrabble tiles as directed by the game. Ask the student to spell out any word he/she can with these pieces. Play and score as in regular Scrabble as you and the student compete for points. Variation: Have student throw a die to determine how many tiles can be picked from all the tiles on the table and used to form words.

Reading Numbers. Create a deck of cards consisting of one digit on each card. Shuffle and lay down three cards, for example 352, and read the number aloud. Ask student to place one card next to any of the three digits and then read aloud the resulting number. For example, placing a 4 next to the first card results in "four hundred fifty-two." Placing a 4 next to the second card results in "three thousand four hundred fifty-two." Variation: Place a dollar sign to the left and include a decimal.1

Board Game. Trace around a quarter to form a series of circles across the top, bottom, and both sides of a sheet of paper. Write a vocabulary word inside each circle. Ask student to roll a die and move his/her marker (button or penny) that many spaces and then say a sentence using the word on which he/she landed. Variation: Play the same way but student asks a question using the word landed on.2

Dictation. Select or compose a short story or passage containing vocabulary words studied. Dictate the story. Provide the student with a printed version of the story with lines representing words omitted. Ask the student to listen to the story and write in the missing words on the lines provided as the dictation is given. Gauge the number of missing words according to the ability of the student—provide a small number for beginners and a larger number for more advanced students. Variation: Record the story on a tape so the student can do it as homework and can listen to the tape as often as needed.

Strip Story. For beginning students, write each sentence that makes up a short story on strips of paper. For more advanced students write the main events that make up a story on strips of paper, one event to each strip. Read the story to the student or ask the student to read it. Ask the student to arrange the strips of paper in the proper order of the story.

Concentration. Write matching pairs of vocabulary words on cards, e.g. holidays and the dates, antonyms, synonyms, idioms, etc. Place the cards face down on the table. Student turns over one card and tries to find the matching card. If cards match, they are left on the table face up. If cards do not match, both cards are turned over and two more cards are selected. Game continues until all cards have been turned over. Variation: Play this game with two or more students.

Create Your Own Wordsearch

Name: __________________________ Date: _______________________

LOCATIONS

Words:

LOCATION
RECENT
SCHOOL
RESTAURANT
OFFICE
COLLEGE
LEAVE
APPLICATION
EMPLOYMENT
EDUCATION
COMPANY
Create Your Own Wordsearch

Name: ___________________________________ Date: ___________________________________

Words: _________________________________

Page 7. Employment Packet
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Literacy Volunteers of DuPage
Resume Outline

Your Name
Street Address
City, State, Zip Code
Phone Number
E-mail Address

OBJECTIVE

In this section describe the job you are applying for, your employment goals, your personal strengths, reasons why you feel qualified for the position.

WORK HISTORY

Describe your last job (the company, your position, responsibilities, etc.)

Type the beginning and ending dates
Use verbs to tell about your work and accomplishments.

Describe your job before that

Type the beginning and ending dates
Tell about your work and accomplishments.

And the job before that

Type the beginning and ending dates
Tell about your work and accomplishments.

And the job before that

Type the beginning and ending dates
Tell about your work and accomplishments.

EDUCATION

Latest Certificate or degree
Name of school and accomplishments

Training before that
Name of school and accomplishments

Training before that
Name of school and accomplishments.

AWARDS/COMMUNITY SERVICE

Describe personal accomplishments in community clubs, church, service groups, etc.
Other personal accomplishments.
# Application for Employment

## Personal Information

<table>
<thead>
<tr>
<th>NAME</th>
<th>SOCIAL SECURITY NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAST</td>
<td>FIRST</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENT ADDRESS</th>
<th>ZIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>STREET</td>
<td>CITY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERMANENT ADDRESS</th>
<th>ZIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>STREET</td>
<td>CITY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHONE NO.</th>
<th>ARE YOU 18 YEARS OR OLDER?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ARE YOU PREVENTED FROM LAWFULLY BECOMING EMPLOYED IN THIS COUNTRY BECAUSE OF VISA OR IMMIGRATION STATUS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
</table>

## Employment Desired

<table>
<thead>
<tr>
<th>POSITION</th>
<th>DATE YOU CAN START</th>
<th>SALARY DESIRED</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ARE YOU EMPLOYED NOW?</th>
</tr>
</thead>
<tbody>
<tr>
<td>IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVER APPLIED TO THIS COMPANY BEFORE?</th>
<th>WHERE?</th>
<th>WHEN?</th>
</tr>
</thead>
</table>

## Referred By

### Education

<table>
<thead>
<tr>
<th>NAME AND LOCATION OF SCHOOL</th>
<th>*NO OF YEARS ATTENDED</th>
<th>*DID YOU GRADUATE?</th>
<th>SUBJECTS STUDIED</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRAMMAR SCHOOL</td>
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<td>HIGH SCHOOL</td>
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<tr>
<td>COLLEGE</td>
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<tr>
<td>TRADE, BUSINESS OR CORRESPONDENCE SCHOOL</td>
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</tbody>
</table>

## 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.

<table>
<thead>
<tr>
<th>U.S. MILITARY OR NAVAL SERVICE</th>
<th>RANK</th>
<th>PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES</th>
</tr>
</thead>
</table>

*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>MONTH AND YEAR</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>
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<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>
</tr>
<tr>
<td>2</td>
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<tr>
<td>3</td>
<td></td>
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<td></td>
</tr>
</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 CONTINUED EMPLOYMENT. AN EMPLOYER WHO VIOLATES THIS LAW SHALL BE SUBJECT TO CRIMINAL PENALTIES AND CIVIL LIABILITY.

Signature of Applicant

IN CASE OF EMERGENCY NOTIFY

<table>
<thead>
<tr>
<th>NAME</th>
<th>ADDRESS</th>
<th>PHONE NO.</th>
</tr>
</thead>
</table>

"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. EMPLOYMENT MANAGER 2. DEPT. HEAD 3. 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. TDPG 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.
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 work eligible individuals. Employers CANNOT specify which document(s) they will accept from an employee. 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.

<table>
<thead>
<tr>
<th>Print Name:</th>
<th>Last</th>
<th>First</th>
<th>Middle Initial</th>
<th>Maiden Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address (Street Name and Number)</th>
<th>Apt. #</th>
<th>Date of Birth (Month/Day/Year)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
<th>Social Security #</th>
</tr>
</thead>
</table>

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 # )
- An alien authorized to work until ___ / ___ / ___
  (Alien # or Admission #)

Employee's Signature

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

Address (Street Name and Number, City, State, Zip Code)

Print Name

Date (Month/Day/Year)

### Section 2. Employer Review and Verification

To be completed and signed by employer. Examine one document from List A OR examine 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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issuing authority:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Document #:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Expiration Date (if any): __ / ___ / ___</td>
<td>__ / ___ / ___</td>
<td>__ / ___ / ___</td>
<td></td>
<td></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)

### 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.

<table>
<thead>
<tr>
<th>Document Title:</th>
<th>Document #:</th>
<th>Expiration Date (if any): ___ / ___ / ___</th>
</tr>
</thead>
</table>

I attest, under penalty of perjury, that to the best of my knowledge, this 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 W-4 (2004)

**Purpose.** Complete Form W-4 so that 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 2004 expires February 16, 2005. See Pub. 505, Tax Withholding and Estimated Tax.

**Note:** You cannot claim exemption from withholding if (a) your income exceeds $800 and includes more than $250 of unearned income (e.g., interest and dividends) and (b) another person can claim you as a dependent on their tax return.

**Basic instructions.** If you are not exempt, complete the Personal Allowances Worksheet below. The worksheets on page 2 adjust your withholding allowances based on itemized deductions, certain credits, adjustments to income, or two-earner/two-job situations. Complete all worksheets that apply. However, you may claim fewer (or zero) allowances.

**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. See line 6 below.

**Tax credits.** You can take projected tax credits into account in figuring your allowable number of withholding allowances. Credits for child or dependent care expenses and the child tax credit may be claimed using the Personal Allowances Worksheet below. See Pub. 919, How Do I Adjust My Tax Withholding? for information on converting your other credits into withholding allowances.

**Nonwage income.** If you have a large amount of nonwage income, such as interest or dividends, consider making estimated tax payments using Form 1040-ES, Estimated Tax for Individuals. 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 Form W-4. Your withholding usually will be most accurate when all allowances are claimed on the Form W-4 for the highest paying job and zero allowances are claimed on the others.

**Nonresident alien.** If you are a nonresident alien, see the Instructions for Form 8333 before completing this Form W-4.

**Check your withholding.** After your Form W-4 takes effect, use Pub. 919 to see how the dollar amount you are having withheld compares to your projected total tax for 2004. See Pub. 919, especially if your earnings exceed $125,000 (Single) or $175,000 (Married).

**Recent name change?** If your name on line 1 differs from that shown on your social security card, call 1-800-772-1213 to initiate a name change and obtain a social security card showing your correct name.

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### Personal Allowances Worksheet (Keep for your records.)

#### A Enter "1" for yourself if no one else can claim you as a dependent

- You are single and have only one job; or
- Your wages from a second job or your spouse’s wages (or the total of both) are $1,000 or less.

- B Enter "1" if:
  - You are married, have only one job, and your spouse does not work; or
  - Your wages from a second job or your spouse’s wages (or the total of both) are $1,000 or less.

#### 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. (Entering "0:--" 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. (Note: Do not include child support payments. See Pub. 503, Child and Dependent Care Expenses, for details.)

##### G Child Tax Credit (including additional child tax credit):
- If your total income will be less than $52,000 ($77,000 if married), enter "2" for each eligible child.
- If your total income will be between $52,000 and $84,000 ($77,000 and $119,000 if married), enter "1" for each eligible child plus "1" additional if you have more than five eligible children.

##### H Add lines A through G and enter total here. (Note: This may be different from the number of exemptions you claim on your tax return.)

For accuracy, complete all worksheets that apply.

- If you plan to itemize or claim adjustments to income and want to reduce your withholding, see the Deductions and Adjustments Worksheet on page 2.
- If you have more than one job or are married and you and your spouse both work and the combined earnings from all jobs exceed $35,000 ($25,000 if married) see the Two-Earner/Two-Job Worksheet on page 2 to avoid having too little tax withheld.
- If neither of the above situations applies, stop here and enter the number from line H on line 5 of Form W-4 below.

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**Cut here and give Form W-4 to your employer. Keep the top part for your records.**

### Employee’s Withholding Allowance Certificate

<p>|</p>
<table>
<thead>
<tr>
<th><strong>Employee’s Withholding Allowance Certificate</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Your employer must send a copy of this form to the IRS if (a) you claim more than 10 allowances or (b) you claim “Exempt” and your wages are normally more than $200 per week.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>Type or print your first name and middle initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Last name</td>
</tr>
<tr>
<td>3</td>
<td>Social security number</td>
</tr>
<tr>
<td>4</td>
<td>City or town, state, and ZIP code</td>
</tr>
<tr>
<td>5</td>
<td>Total number of allowances you are claiming (from line H above or from the applicable worksheet on page 2)</td>
</tr>
<tr>
<td>6</td>
<td>Additional amount, if any, you want withheld from each paycheck</td>
</tr>
</tbody>
</table>

- If I claim exemption from withholding for 2004, 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, write “Exempt” here

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

**Employee’s signature**

(Form is not valid unless you sign it.)

**Date**

**Employer’s name and address** (Employer: Complete lines 8 and 10 only if sending to the IRS.)

**Office code** (optional)

**Employer identification number (EIN)**

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For Privacy Act and Paperwork Reduction Act Notice, see page 2.

Cat. No. 10220Q Form W-4 (2004)
**ACHIEVEMENT LIST OF REAL LIFE SKILLS USING ENGLISH**

Name of learner: ___________________________ Date: ___________________________

Name of tutor: ___________________________

<table>
<thead>
<tr>
<th>What have you achieved and what are you able to do now or do better in everyday life?</th>
<th>Listen</th>
<th>Speak</th>
<th>Read</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>Found, read, and understood appropriate want ads</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Made a call inquiring about a job</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Filled out an application blank</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Check (✓) any changes/achievements: ✔️ Date

| Received US Citizenship | ✔️ | Date |
| Registered to Vote or Voted for the first time | ✔️ | Date |
| Gained Employment | ✔️ | Date |
| Obtained Job Advancement | ✔️ | Date |
| Obtained GED | ✔️ | Date |
| Entered other Ed.or Voc. Program | ✔️ | Date |

What do you still want to learn?

What do you want to be able to do?