

LOOKING FOR A JOB

Lesson Length: 1.5 hours + Extension Activity

Vocabulary & Expressions: Words related to jobs, job skills and requirements, and job applications

Language/Culture Point: I can __ [regular form of the verb]. vs. I am good at __ [-ing form].

Objective: Students will be able to fill out a job application and be able to talk about their skills.

Materials: Overhead projector, a variety of job postings, one job posting with a corresponding job application, *computer lab, internet connection*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5-10 minutes	- Overhead projector - Job postings	- Authentic Materials - Brainstorming

TEACHING ACTIVITY

1. Display a number of printed job postings from websites, classified newspaper ads, etc. As students come in, invite them to look at the displayed materials.
2. Ask students, "What kinds of jobs are there?" Make a list of common occupations on the board.
3. Display one of the job postings using an overhead projector.
4. Ask, "If you are looking for a job, what kinds of things do you have to think about?" Make a list of the students' suggestions on the board: pay/wages/salary, location, schedule, applications, etc. Help the students locate the same information on the job posting by circling any related words/phrases.

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STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5-10 minutes	<ul style="list-style-type: none"> - Overhead projector - Job posting and corresponding application 	<ul style="list-style-type: none"> - Authentic Materials - Think Aloud

TEACHING ACTIVITY

1. Find a job posting that also has a corresponding application. Display the job posting using an overhead projector and read it aloud as a class.
2. Refer to the list that the students created in Step 1, and locate the corresponding parts of the job posting while doing a Think Aloud. For example:

Okay, I'm looking for a job. Where is this job? Baskin Robbins. I know Baskin Robbins; it's an ice cream place. What kind of job is this? It says, "You will serve customers and work with cash registers." So this is a job for a cashier. That doesn't sound bad. I'm good at talking to people."
3. Highlight or underline where you find different information in the job posting.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> - Overhead projector - Job posting with a printed copy for each student 	<ul style="list-style-type: none"> - Authentic Materials

TEACHING ACTIVITY

1. Put up a new job posting that is similar to the first one. Give each student a copy. Read the job posting aloud. Ask the students questions about the posting. Have them find the information on their handout and circle it as they find it. For example:
 - What is the name of this company?
 - What kind of job is this?
 - How much does this job pay?
 - What kind of experience do you have to have for this job?
 - If you get this job, what are your duties? What kinds of things will you do?
 - What is the job's schedule like?



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STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Overhead projector - Job application	- Authentic Materials - Think Aloud

TEACHING ACTIVITY

1. Ask the students what the first step is in getting a job, trying to elicit that it's usually filling out a job application.
2. Using an overhead projector, show the students the job application from Step 2. Highlight the different parts of the application, such as: personal information, work history, educational background, skills, availability (for scheduling), desired pay, etc.
3. Go back through the job application by reading it, doing a Think Aloud, and filling it in with your own information.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Overhead projector - Job application	- Authentic Materials

TEACHING ACTIVITY

1. Give each student a copy of the job application.
2. Point to the different parts of the job application again and ask students things like, "What do I put here? That's right, my phone number!"
3. Guide students through the first section of the application as a class, with each student filling in his/her own responses.



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STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Job application	- Authentic Materials

TEACHING ACTIVITY

1. Have students work together in small groups to complete the rest of the application. Each student should fill out his/her own application while getting help from the group.
2. For multi-level classes, give the higher level students an application that is more challenging and goes beyond asking for just the basic information.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
20 minutes		

TEACHING ACTIVITY

1. Tell the students, "In addition to asking for personal information, applications ask about your *skills*. Everyone has *skills* that he/she can use to get a job. It's important to find the right job for your *skills*! You need to be able to write your *skills* on your application. You also need to be able to talk about them in an interview."
2. Write on the board:
What are you good at?
I can __.
I am good at __.
3. Show students how to answer the question, "What are you good at?" For example:
I can fix [regular form of the verb] plumbing and other things in the house.
I am good at fixing [-ing form] things.

Provide additional examples.
4. Have a student come up to the front of the room. Ask the student, "What is your job right now?" Then ask, "What is something you are good at?" Help the student answer the question using the formats provided above.



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5. Go around the room, helping each student answer the question, “What are you good at?”

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes		- Memory

TEACHING ACTIVITY


1. Have the students form a circle.
2. Start by saying, “I am good at __.” Choose one thing.
3. Have the student next to you say what he/she is good at AND what you are good at.
4. Continue around the circle with each student saying what he/she is good at AND what everyone who already took a turn is good at.
5. As the list grows, enlist other students to help remember the list of skills.



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EXTENSION ACTIVITY: ONLINE JOB APPLICATIONS

Time Frame	Materials	Teaching Strategies
Varies	- Computer lab - Internet connection 	

TEACHING ACTIVITY

Take students to a computer lab where they can practice filling out online job applications. An example of a website that offers free tutorials is GCF Learn Free, found at:



<http://www.gcflearnfree.org/jobapplications>