

JOB ADVERTISEMENTS

Lesson Length: 1.75 hours + Extension Activity

Vocabulary & Expressions: Part time, full time, benefits, experience necessary, abbreviations found in job ads, and other job related words

Language/Culture Point: Education vs. job experience

Objective: Students will be able to read and understand job advertisements

Materials: Computer, projector, internet connection, job advertisements, job advertisement handouts, Job Seeker Scenario Cards, small whiteboards, markers, computer lab, *handout of local job search sites*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes		- Brainstorming

TEACHING ACTIVITY

- Elicit conversation with the students by asking questions about the students' jobs. Ask if any of them have a job currently. If they don't ask them to think about the last job they had. How did they find their job? What kinds of things were important to know when they were looking for a job or what is important to them now? (How many hours, pay rate, benefits, etc.)
- Make two columns on the board. On one side, write the students' ideas about how to find a job. On the other side, write their ideas of information they want to know about potential jobs. If you prefer, you can have students brainstorm with a partner first and then share with the class.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10- 15 minutes	- Computer and projector - Internet connection  - Job advertisements	- Chalk Talk - Authentic Materials



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TEACHING ACTIVITY

1. Using a combination of Chalk Talk and realia, tell the class a story about a man looking for a job (or share your own story about job searching). Explain his limitations and also his skills and interests and draw pictures to demonstrate. For example, he can only work second shift, and he doesn't have a driver's license. But, he was a chef in his country and he is a hard worker. Talk about some places that he can search for jobs. Include local examples, like a newspaper, postings on a library web page, Craigslist, or local Career Links. Show some examples of job postings that he might come across, either by showing them on a computer or printing and bringing them into class. Talk about the information included in each ad and why or why not the job posting matches what the man is looking for.
2. Tell the story again, especially focusing on the job postings. Make a connection between any abbreviations and the meaning. (exp. req., PT/FT, ben.) Emphasize the information that is important, such as education and experience

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none">- Handout of job advertisements used in Step 2- Small white boards and markers	<ul style="list-style-type: none">- Authentic Materials

TEACHING ACTIVITY

1. Give each student copies of the job advertisements you used in Step 2. Pair students and assign one of the job advertisements to each pair. Have them write down on a white board or piece of paper the abbreviations they find. Ask them to guess the meaning and write it beside the abbreviation. Also, have them look for any requirements for the job. Is experience required? Is there a minimum education level? Does the applicant need a driver's license? Is the man a good fit for the job.
2. Ask each pair to share what they found in the ad they were looking at, reporting on the abbreviations and requirements they found in the ad. Write a master list of abbreviations on the board.



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STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
15 minutes	- Job advertisements handout	- Think Aloud - Authentic Materials

TEACHING ACTIVITY

1. Write a scenario on the board for someone who is looking for a job. For example:

Augustin is looking for a job. He wants to work full time. He doesn't have his driver's license so he needs to work somewhere close by. He has experience with construction work. He built new houses in Romania before coming to the United States.

Give the students a job advertisements handout that includes several advertisements for jobs in your community. Look at the first ad and conduct a Think Aloud about why the job posting does or doesn't fit with the scenario on the board. For example, they require a driver's license, but he doesn't have one so he can't apply for that job.

2. Repeat the Think Aloud with the second listing. (Students will be matching profiles and job postings in Step 6 of the lesson.)

STEP 5: GUIDED PRACTICE



Time Frame	Materials	Teaching Strategies
15 minutes	- Job advertisements handout	- -Authentic Materials

TEACHING ACTIVITY

1. Choose a student volunteer to look at the third listing and determine if it would be a good fit for the scenario in step 4. Have them explain why they think it is/isn't a good fit.
2. Pair students and ask them to finish looking at the last few job postings on the handout and determine if they would be a good fit for the scenario in step 4. As the students discuss with each other, check on their answers and provide support as needed.
3. Go through the remainder of the ads with the class and ask what conclusions they had for each one.

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STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	<ul style="list-style-type: none"> - Job advertisements handout - Job Seeker Scenario Cards  - Computer lab - Internet connection  	<ul style="list-style-type: none"> - Authentic Materials - Scenario Cards

TEACHING ACTIVITY

1. Put students in teams of 3 - 4.
2. Give each team 3-4 scenarios. Have the students identify which could match the job advertisements listed on the handout. If none of the job advertisements match a scenario, have students think about what types of jobs would be appropriate for the scenario. Several scenarios are supplied as scenario cards; if you create your own, be sure that they match the job advertisements you bring into class.
3. For more advanced students, if you have a computer lab available, show students how to search jobs on Craigslist or another site with local job listings. They can search for additional jobs that might be appropriate for the scenarios.
4. Bring the groups back together and have each group share one of their scenarios and a job posting they found that fit well.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Job advertisements handout 	<ul style="list-style-type: none"> - Authentic Materials

TEACHING ACTIVITY

1. Discuss the difference between experience and education. Talk about which they saw more frequently in the job advertisements. Discuss with the students if education or experience was more important in their country/culture. Discuss the importance of education and training in the United States. If you feel comfortable, discuss your own experience with employers or your family and friends and what they valued.
2. Ask students to look again at the job advertisements and find examples of both. If you



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have time, count how many times experience or education is mentioned. Talk about what kinds of jobs require experience and vice versa.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
15 minutes		- Question Asking and Answering


TEACHING ACTIVITY

1. To wrap up, have students write their own example of a job ad. It can be for their current job or dream job.
2. Students should switch job descriptions with a partner and read their partner's work. Have them check for any mistakes or problems.
3. If time permits, after they are finished checking each other's work, ask them to write their job advertisement on the board.
4. Call out a few descriptions, such as "I can only work second shift. Which job would be good for me?" Students can orally respond or you can number the ads and have each student write a response on a small white board or paper.
5. Collect each student's job ad before they leave the room. Check to ensure understanding. If you see any common mistakes, plan to address them when you review during the next class.

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EXTENSION ACTIVITY

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Computer Lab - Internet connection  - Handout of local job search sites 	

TEACHING ACTIVITY 1: FIELD TRIP

1. Discuss job history, experience, etc. with the class. Give them time to individually brainstorm their personal experiences, strengths, and educational background. Encourage them to also think about what shift they can work and what their salary requirements are. You might consider giving them a short worksheet to complete with this information. (In other words, they are creating a profile about themselves.)

NOTE: If you want to explore these topics in class further, Integrating Career Awareness is a free set of curriculum meant to help students build their awareness of their skills and career interests. It can be found at



<http://www.collegetransition.org/publications.icacurriculum.html>

2. Using a computer lab, have students search for jobs that are of interest to them. If they are already working and satisfied at their job, they can look for a dream job. You can also have several copies of newspaper classified ads available.
3. Either write on a board or provide a handout with a list of helpful job searching sites. Encourage students to look in multiple places for jobs.
4. Students can report back to the class what they found.