

LESSON PLAN: Working with Job Ads

Name of Unit to which lesson is linked: **Finding a Job**

LANGUAGE LEVEL

Low Intermediate ESL
High Intermediate ESL

LANGUAGE SKILL

Reading
Writing

OVERVIEW OF INSTRUCTION

Job ads are filled with abbreviations that are often confusing to non-native English speakers (sometimes to native speakers, as well). It's important for ESL students to understand the most common abbreviations.

MATERIALS

Classified job ads (can be from newspaper, from free Job Ads at stores, etc.). Have on hand: scissors, glue stick or tape, colored pens or pencils, and extra paper.

LEARNING OBJECTIVES

At the end of the lesson, students will be able to:

- identify vocabulary and abbreviations in classified job ads
- become familiar with the job market
- expand their knowledge about the names of jobs and professions
- recognize some common qualifications and responsibilities as they relate to a particular job or profession

TIME REQUIRED TO CONDUCT LESSON

1 – 1.5 hours

PROCEDURE

Gather enough job ad booklets or classified section from the newspaper for each student to have one.

1. Distribute job ad books or classified pages to each student.
2. Explain classification system (e.g., office, medical, clerical, etc.)
3. Have each student find an ad that interests him/her (it can be one that they might be interested in applying for, or just interested in general)
4. Student cuts the ad out and pastes it on the left side of the blank paper, leaving room on the right to write meanings of the abbreviations.
5. With a colored pen or pencil, student circles each abbreviation and writes it to the side of the ad.
6. In a small group, students discuss the abbreviations they've identified to see if others might know the meaning.

7. If they can't identify all of the abbreviations, the teacher can write them on the board and explain.
8. As a writing exercise, the students can each write an advertisement for what they consider an ideal job, using the abbreviations, (e.g., PT job w/FT pay. M-Th only. OT if desired. No tests req'd. Fax 555-122-4958.)
9. They should then exchange the ads they've written and see if other students in their group can read them.

EVALUATION

Give students the opportunity to expand their knowledge about working with job ads by completing the matching exercises in the practice sheet "Career Matching".

PRACTICE SHEET 1

Name _____ Date _____

Career Matching

Unit: Career Planning

Background: It is often confusing to ESL students to read about different occupations without knowing what that job is all about. This activity requires the student to think of the key function of that particular occupation and helps to reinforce that knowledge. It may require some simple dictionary work, or teacher intervention – depending on the student. (There may be a couple of possible answers in a few cases; e.g., both teacher and librarian would use books, but the student would then have to examine which of the two would use the chalkboard to come up with the correct answer.)

Focus: Key words associated with some occupations

Skills: Reading.

Materials: Matching exercise below, or one designed by teacher.

Lesson:

- Distribute exercise sheet.
- Students make the connections.
- Discuss answers in class as a whole group.

MATCH THE OCCUPATION

Match the occupations on the left with the word on the right that tells what that person uses in their work.

Occupation	Key word
1. Dentist	a. computer
2. Barber	b. paintbrush
3. Carpenter	c. teeth
4. Plumber	d. money
5. Painter	e. scissors
6. Nurse	f. fire hose
7. Bank cashier	g. pipes
8. Librarian	h. calculator
9. Firefighter	i. thermometer
10. Teacher	j. books
11. Computer technician	k. hammer
12. Accountant	l. chalkboard

PRACTICE SHEET 2

Name _____ Date _____

Interview Helper

Directions: After you log in, click on

- Learning Units, then
- Working in the USA
- If you haven't done the **pre-test**, do it now! Then click on Finding a Job.
- Skip the Introduction and first two sections.
- Go directly on the left side menu to "Learn 3" , "Interview Helper."

Now read the questions below. Write answers with complete sentences.

1) What are the four parts of a typical interview (from the video)?

2) Did you practice all 4 parts in class?

3) Listen to and read the "Ten Common Job Interview Questions." Are these questions the same or different from questions we practiced in class?

4) Write down one question that you want to practice more, on your own:

(You can print out this page to take home and study, if you want; but ask your teacher first before you print!)

5) Do the "Practice Reading" about applying for a teller's job at First National Bank.

(Don't worry about the directions that say, "Be sure to read the Resume Builder and the Interview Helper before you do this activity." It's not that necessary!)

6) What is the fourth question about?

7) Do you think the "correct" answer is a good one? Why or why not?

8) If you want to do the part about "Try It," make sure you "Save to My Work", but if you want to skip this part, or you don't have time, it's no problem.

Bring this paper to class – we will check it together!