### “Looking for Work” Unit: Lesson 4

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<tr>
<th><strong>Objectives</strong></th>
<th><strong>Materials</strong></th>
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<td><strong>Learners will be able to...</strong></td>
<td><strong>Make Student Copies</strong></td>
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<tr>
<td><strong>Literacy:</strong> identify key information on a job ad, including work hours, how to apply, and job duties</td>
<td>Handout: <a href="#">Work Preferences</a></td>
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<tr>
<td><strong>Listening and Speaking:</strong> ask and respond to questions about job ads and job preferences</td>
<td>Handout: <a href="#">Job Ads</a></td>
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<td><strong>Transition &amp; Critical Thinking:</strong> create bar graphs and pie charts to represent data about students in the class; draw conclusions about student data</td>
<td>Handout: <a href="#">Reading Practice Test</a></td>
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<td><strong>Grammar:</strong> construct simple sentences with conjunction “because” to describe job choices (ex. I want to be a nurse because I like to help people)</td>
<td><strong>Make Single Copies or Reference</strong></td>
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<td>Handout: <a href="#">Job Title Flashcards</a> (see Lesson 1)</td>
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### Lesson Plan

**Warm up and Review of Previous Lessons**

**Description:** sort job title cards by key criteria  
**Materials/Prep:** a few copies of [Job Title Flashcards](#) from Monday

**Activity 1: Listening & Speaking, Transitions & Critical Thinking**

**Description:** learners survey each other about job preferences and create pie charts  
**Materials/Prep:** copies of [Work Preferences](#) handout

**Activity 2: Listening/speaking, Literacy**

**Description:** learners scan job ads for key information and express which job they would apply for and why  
**Materials/Prep:** copies of [Job Ads](#) handout

**Activity 3: Literacy**

**Description:** practice reading skills needed for the CASAS Life and Work Reading Test  
**Materials/Prep:** copies of [Reading Test Practice](#)

**Activity 4: Checking for Understanding**

**Description:** learners write or say one thing they learned and one thing they want to practice more.
Teacher Directions: Warm-Up and Review: Literacy, Transitions

-Materials: Job Title Flashcards (see Lesson 1)

Divide learners into groups (2-3 students). Give each group a set of Job Title Flashcards from Monday’s lesson. (Some learners may already have their own set).

Ask learners to sort the jobs into two groups: jobs that you need to go to college/university for and jobs you don’t need college for. Discuss any areas of disagreement among groups.

Additional categories to sort by:

- Work inside or outside
- Need to speak a lot of English on the job.
- Work with your hands
- Sit, stand, or walk around most of the day.

In some cases there is not a right or wrong answer. Encourage learners to explain their answers.

Teacher Directions: Activity 1: Listening & Speaking, Transitions

-Materials: Work Materials

Step 1: Context

Tell learners that they are going to talk about what work they like and don’t like.

Step 2: Guided Practice

Practice the questions and answers on the Work Preferences handout several times.
Step 3: Independent Practice
Model how to ask each student in the class the questions and record their answer with a tally mark.

**NOTE:** For this activity, they need to choose one answer or the other (daytime *or* nighttime, not both)

Learners mingle asking each other the questions and recording answers on the handout with tally marks. As learners finish, have them check their work by making sure the total number of tally marks for each question matches the number of students in the class.

Step 4: Create Pie Graphs
Charts and graphs may be new to some learners, depending on their prior schooling. Here’s one way to model making a pie chart:

1. Use post-it notes of two different colors (or write yes or no on each note). Count the number of “yes” answers and put as many post-its on the board. Count the number of “no” answers and put as many post-its of a different color on the board.

2. Arrange the post-its in a circle.

3. Draw a circle around the outside edge and lines through the middle. Shade each section of the pie chart. Ask: *Did more people say “inside” or “outside”*?

Step 5: Drawing Conclusions
After learners have completed the pie charts on their handout, talk about the results. Use *more, most, a few*. Write 1-2 conclusions on the board as full sentences (ex. *Most students in our class want full-time work.*)
Teacher Directions: Activity 2: Listening & Speaking, Literacy

-Materials: Job Ads

Step 1: Context
Ask: How do you look for work? Do you use the Internet? Talk to friends? Read the newspaper?

Today we are going to look at job ads. Job ads are in the newspaper and on the Internet.

Step 2: Vocabulary and Abbreviation Review

Write on the board:
1. Job title – name of the job
2. Full time - 40 hours a week or more
3. Part time - 20-30 hours a week
4. Apply – fill out an application for a job

Review vocabulary on the board. Review different abbreviations for days of the week (ex. Thursday, Thurs., Th.)

Step 3: Model the activity
Show the Job Ads handout on a projector (do not distribute to learners yet).

Model how to complete the first line of the table using one of the job ads. Talk about each element as you go.

Step 4: Independent Practice
Distribute handout. Learners complete the table independently.

Need a Challenge?: learners who finish quickly can write their own job ad while they wait for others to finish.

Step 5: Comprehension questions
After everyone has completed the table, ask comprehension questions about the job ads. (ex. Which jobs are full-time?, Which jobs do you work weekends? Which job can you apply by email?)
Teacher Directions: Activity 3: Life Skills, Literacy

Step 1: Independent Practice

Before distributing the questions, remind learners that this activity will be done like a test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Teacher Directions: Activity 4: Checking for Understanding

Have each learner write or say one thing they learned and one thing they want to practice more.
Work Preferences

Count how many students want...

<table>
<thead>
<tr>
<th>Do you want _______________ or _______________?</th>
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<tbody>
<tr>
<td>Full-time work</td>
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<tr>
<td>----------------</td>
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Draw the graphs

- full-time/part-time
- outdoor work/indoor work
- day work/night work
### Job Ads

<table>
<thead>
<tr>
<th>Job title</th>
<th>Full-time/ part time</th>
<th>How to apply</th>
<th>hours</th>
<th>schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASHIER</td>
<td>Full-time, Tu-Sat.</td>
<td>Cash register experience req. Call 743-999-0000.</td>
<td></td>
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<tr>
<td>NIGHT MANAGER</td>
<td>–manage 15 workers on factory floor. M-F, 9pm-6am. Apply online: <a href="http://www.medworks.com/career">www.medworks.com/career</a></td>
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<tr>
<td>BUS DRIVER</td>
<td>Part-time, no exp. needed, training provided. Sat. and Sun. 6am-3pm.</td>
<td>Apply at 4500 E. Mark Street, Minneapolis</td>
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<tr>
<td>NURSE</td>
<td>–Oak Lawn Nursing Home, full-time, some nights and weekends. Email <a href="mailto:h.thompson@oaklawnnursing.com">h.thompson@oaklawnnursing.com</a></td>
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**Reading Test Practice**

1. What are the hours of this job?
   - A. Eight hours a day
   - B. Five hours a week
   - C. 8:00 to 1:00
   - D. Full-time

2. How can you apply for this job?
   - A. Call Wayne Motors
   - B. Part-time
   - C. Use the Internet
   - D. Auto mechanic

**AUTO MECHANIC** – perform basic tasks such as oil changes and tire rotations. Part-time, T-F, 8-1. Wayne Motors (651) 000-3423