



## Lesson Plan 3

### Looking for Work

**CLB Level(s):** 2-3

**CLB Skill(s):** Speaking, Listening, Reading

**Essential Skill(s):** Oral Communication, Reading Text

<b>Objective(s)</b>	<b>Audience</b>
<ul style="list-style-type: none"> <li>■ To be able to ask and respond to wh- questions</li> <li>■ To be able to read short texts to understand key information</li> </ul>	<ul style="list-style-type: none"> <li>■ Learners who plan to seek employment after developing their language skills</li> </ul>
<b>Grammar/Language Focus</b>	<b>Time Required</b>
<ul style="list-style-type: none"> <li>■ wh- questions</li> <li>■ verb tense: simple present</li> </ul>	2 hours
<b>Vocabulary</b>	<b>Materials</b>
<ul style="list-style-type: none"> <li>■ words and phrases commonly used in job ads, e.g. <i>wage, duties, required, preferred, salary, to be negotiated.</i></li> </ul>	<ul style="list-style-type: none"> <li>■ Copies of Appendices 1.1, 1.2, 2.1 for each learner</li> <li>■ Copies of Appendices 4.1 for half the class and 4.2 for the remaining half</li> <li>■ Audio text <a href="#">3.2.1_Eng.mp3</a> (Activity 2)</li> </ul>
<b>Workplace Culture</b>	
<p>In the Canadian workplace:</p> <ul style="list-style-type: none"> <li>■ Whether in job ads, while looking for work or in the workplace, individuals cannot be discriminated against on the basis of gender, marital status, sexual orientation, ethnicity...</li> </ul>	



## Learning Activities

### Activity 1: Reading Job Ads

- Ask learners about their experience reading job advertisements (ads). Ask questions to generate discussion, such as:
  - where do you see these ads?
  - what information do they contain?
  - why do you read them?
- Distribute Appendices 1.1 and 1.2. Point out that Appendix 1.1 contains two examples of job ads, like ones you would see in a newspaper or posted on-line. Appendix 1.2 has questions and space for learners to respond.
- Ask learners to work independently to read the ads and answer the questions. Take up the answers as a group. See answers below.

	Job Ad – A	Job Ad – B
1. What is the job that is advertised?	cook	human resources generalist
2. Where is the job located?	Cambridge, Ontario	Red Deer, Alberta
3. What duties does this worker have?	preparing and cooking full course meals, ordering supplies and equipment, maintaining inventor, some menu planning.	planning, developing, implementing and evaluating human resources policies and programs.
4. What is the wage or salary?	\$11.00 to \$13.75/hour	to be negotiated
5. When does the job start?	immediately	November 15
6. Who do you send your application to?	Kim Price	Jed MacKay

Discuss the language (words/expressions) used in these advertisements, including: *required, preferred, to be negotiated, wage, salary.*



## Learning Activities

### Activity 2: Listening Activity

1. Explain to learners they will now listen to a worker describe their job. Distribute Appendix 2.1, which contains the questions they will answer by listening to the recorded monologue. Ensure learners understand the questions before playing the recording. Advise learners you will play the recording more than once: The first time they should just listen; the second time, they should try to answer the questions posed. Play a third time if required.

#### Recorded text (3.2.1\_Eng.mp3)

*My name is Sanjit and I work at Mayfair Industries as a quality control inspector. I work Wednesday to Sunday, from 8 am to 5 pm. When I started at Mayfair, I earned \$16.00 an hour. Now I'm on salary, and I earn \$35,000 a year. I enjoy my job because it's challenging. Every day I learn something new.*

2. Discuss answers as a group. Discuss the meaning of any unfamiliar words and expressions.

### Activity 3: Asking and Responding to wh- Questions

1. Teach and give controlled practice asking and responding to wh- questions.
2. Draw learners' attention to the wh- questions that were part of the first activity. They can use similar questions for Activity 4, and develop their own.

### Activity 4: Speaking and Reading Practice

1. Have learners work with a partner. Distribute Appendix 4.1 to one partner and Appendix 4.2 to the other partner. Ask that learners not compare their sheets until after the activity is complete. Explain that they will take turns asking and answering questions that will allow both partners to fill in all the blanks on their activity sheet.
2. Learners use the wh- questions they have learned during this lesson to obtain the details required. Encourage them to review their activity sheet Appendix 1.1 and 2.1 as a review of question formation in this context.
3. When they have finished, have partners compare sheets to ensure the information matches.



## Learning Activities

### Additional and/or Extended Learning Activities

- Ask learners to bring in samples of job ads they find in newspapers, on the Internet, or posted at employment centres, for follow-up discussion.
- Have learners consider their own wants and needs as they relate to employment opportunities. Get learners to practice scanning job ads to decide whether the posting meets their wants and needs.

### Reflective Evaluation

Learners demonstrate ability to:

- ask questions using wh- words
- understand key information in short job advertisements

Circulate during Activity 4 to monitor learners' abilities to:

- ask wh- questions to get missing information
- obtain the missing information by reading the job ads.

### Debriefing/Wrap-up

- Point out that although job advertisements can look different from one another, the information contained is usually similar. Ask learners about similarities and differences between job ads from their home country and Canadian job ads. Point out that, both in job ads and when looking for work, individuals cannot be discriminated against on the basis of gender, marital status, sexual orientation, ethnicity...
- To review, ask learners to share the questions they might ask themselves as they review job ads when they are looking for work. Make a list of the questions on the board. Review question formation as necessary.



Skill Descriptors	
Canadian Language Benchmarks Skill(s)	Essential Skill(s)
<p><b>Speaking</b></p> <p>Global Performance Descriptor</p> <ul style="list-style-type: none"> <li>Asks and responds to simple familiar questions, including wh- questions, uses single words and short sentences. (CLB 3)</li> </ul>	<p>Oral Communication</p> <ul style="list-style-type: none"> <li>Information content is simple; limited number of details. (ES 1)</li> </ul> <p>Functions</p> <ul style="list-style-type: none"> <li>Obtains specific information (ES 1)</li> </ul>
<p><b>Listening</b></p> <p>Performance Indicators (Information)</p> <ul style="list-style-type: none"> <li>identify factual details in a listening text as required (CLB 2)</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>reads more complex texts to locate a single piece of information or reads simpler texts to locate multiple pieces of information (ES 2)</li> </ul>
<p><b>Reading</b></p> <p>What the Person Can Do (Information Texts)</p> <ul style="list-style-type: none"> <li>Get information from very basic short texts (CLB 2)</li> </ul>	

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1:

Cook wanted immediately for busy restaurant in Cambridge, Ontario. Duties include preparing and cooking full course meals, including some desserts, order supplies and equipment and maintain inventory. Some menu planning required. College training preferred. Must be able to work with minimal supervision. \$11.00 to \$13.75 an hour, 40 hours a week. Fax applications to Kim Price, 519-555-4545.

2:

Human resources generalist wanted, Red Deer, Alberta Full-time, permanent, salary to be negotiated. Responsibilities include planning, developing, implementing and evaluating human resources policies and programs. Completion of university degree required, human resources professional certification preferred. Three to five years' experience required. Start date: November 15. Email applications to Jed MacKay [jm@corso.com](mailto:jm@corso.com)

Activity 1: Reading job advertisements

**Appendix 1.2**

1. What is the job that is advertised?

Job Ad - A	Job Ad - B

2. Where is the job located?

Job Ad - A	Job Ad - B

3. What duties does this worker have?

Job Ad - A	Job Ad - B

4. What is the hourly wage?

Job Ad - A	Job Ad - B

5. When does the job start?

Job Ad - A	Job Ad - B

6. Who do you send your application to?

Job Ad - A	Job Ad - B

Activity 2: Listening activity

**Appendix 2.1**

Listen to the recording and answer the questions below.

1. What is the worker's name?

2. Where does he work?

3. What is his job title?

4. What is his salary?

5. Why does he enjoy his job?

1. Ask your partner questions to fill in the blanks.

Production worker for \_\_\_\_\_ manufacturing facility in \_\_\_\_\_, Manitoba. Starting wage \_\_\_\_\_ hourly. Permanent, full-time, evening shift. \_\_\_\_\_ years experience preferred. Prepare, sand and \_\_\_\_\_ wooden furniture, install hardware. Must be able to \_\_\_\_\_ heavy loads. Valid \_\_\_\_\_ required.

2. Answer your partner's questions about this job ad.

Customer service positions available in retail clothing store, mall location. Must enjoy working in a team. Duties include greeting customers, receiving payment, using cash register, calculating daily sales. \$8.00 to \$9.25 an hour, up to 24 hours per week. Vancouver, Toronto, Montreal locations.

1. Ask your partner questions to fill in the blanks.

Production worker for furniture manufacturing facility in Winnipeg, Manitoba. Starting wage \$14.75 hourly. Permanent, full-time, evening shift. Three years' experience preferred. Prepare, sand and paint wooden furniture, install hardware. Must be able to lift heavy loads. Valid driver's license required.

2. Answer your partner's questions about this job ad.

Customer service positions available in \_\_\_\_\_, mall location. Must enjoy \_\_\_\_\_. Duties include greeting \_\_\_\_\_, receiving \_\_\_\_\_, using cash register, calculating daily \_\_\_\_\_. \$8.00 to \_\_\_\_\_ an hour, up to 24 hours per week. Vancouver, Toronto, \_\_\_\_\_ locations.