Reading job adverts

Topic: Work
Level: SfL Entry 1 / SQA Access 2 / CEFR A1
Time: 90 minutes

Aims
- To develop learners' reading skills in order to understand three simple job adverts
- To expand learners' vocabulary related to work.

Introduction
This lesson develops learners’ reading skills and enables learners to understand important information contained in job adverts. They are presented with three simple job adverts (waiter, cleaner and delivery driver). Before learners read the adverts, they will learn key words such as ‘part-time’, ‘full-time’, ‘experience’, ‘salary’ and ‘apply for’. They are then asked to read the adverts and answer questions to help them extract information and compare the jobs.

You will need:
- Access to an Interactive Whiteboard, a computer with a keyboard, mouse and data projector, or individual computers
- **Worksheet 1**: Read the job adverts
- **Worksheet 2**: Reading and understanding job adverts (part 1)
- **Worksheet 3**: Yes or No cards (cut up and laminate if possible)
- **Worksheet 4**: Reading and understanding job adverts (part 2)
- **Worksheet 5**: Can you remember the new words?

Procedure
Warmer – How many jobs can you name? (10 mins)
- Show the title slide of the online module and tell learners to look at the picture of different occupations.
- Working in pairs, ask learners to write a list of as many jobs as they can in two minutes.
- Elicit the names of the jobs and write them on a whiteboard or flipchart page.
- Ask which team wrote the most words.
- Tell the class that this lesson is about work and reading job adverts.
- Ask learners where they can search for work; for example, online, in newspapers, in shop windows, and at the Job Centre.
- Show the Introduction slide and read through the aims with the class.
- Click on and enlarge the photo of the woman searching for work and ask the learners what she is doing.

Differentiation
- If your learners are capable writers, ask some of them to write the names of the jobs on the board.
Task 1 – Hotspot – Four jobs (15 mins)
- Display the four Hotspot slides one at a time, asking learners to point to the correct picture.
- Ask for more information about each job before moving on; for example, what does a cleaner do? Where does a cleaner work? Do you think it is a good job?
- After Question 4, remain on the slide with the four pictures visible to the learners, and ask the learners to name the jobs you describe as follows:

  I work in a restaurant. I bring food and drink to your table. (Waiter)
  I work in a house, office or public place. I clean things. (Cleaner)
  I drive a van. I deliver parcels. (Delivery driver)
  I drive a car all day. I like talking to my customers. (Taxi driver)

- Review learners’ understanding by showing Question 5 and asking two volunteers to match the descriptions with the jobs.

Task 2 – Presenting new vocabulary (15 mins)
- Display the Listen to the words about work slide, for learners to listen to and ask them to tell their partner what they think the words mean.
- Show each Multiple Choice slide (Question 6 to 10), one by one, and invite learners to try to describe the words.
- After hearing their ideas, show the choices in the drop-down menu and ask learners to select their answer.
- Review the words before moving on. For example, tell learners how many hours you work and ask them if it is part-time or full-time.

Differentiation
- Challenge stronger learners by asking them what work experience they have.
- Ask learners who work to describe their job using some of the vocabulary from the lesson so far.

Task 3 – Reading for specific information – part 1 (full-time/part-time) – (15 mins)
- Show the slide with the three adverts and hand out Worksheet 1.
- Ask learners to look at the adverts but don’t discuss them yet.
- Before working through the questions, ask learners what jobs are advertised.
- Hand out Worksheet 2 and give learners time to answer the questions.
- Give out Yes and No cards (from Worksheet 3) and invite learners to hold up their answer as you go through each question (Question 11 to 14).

Differentiation
- Ask less confident learners what jobs are being advertised and give sufficient time for learners to select their answer.
- Invite learners to come to the board and explain their choice.
Task 4 – Reading for specific information – part 2 (salary/experience/apply) – (15 mins)
• Hand out Worksheet 4 and give learners time to read the adverts again and answer the questions.
• Use the slides to review the answers and monitor understanding (Question 15 to 19).

Differentiation
• Ask a variety of learners to give their answer.

Task 5 – Discussion (10 mins)
• Ask learners if they are looking for work (or if someone they know is) and if they would like to apply for any of the jobs.
• Tell learners to order the jobs from their most favourite to least favourite.
• Put learners in pairs for them to justify their choices.
• In feedback, encourage learners to use the words they have learnt and explain their choice.

Task 6 – Review (5 mins)
• Review vocabulary using Worksheet 5.
• Ask learners to work alone and match the words and phrases.
• Elicit the answers using concept questions, such as, what is another word for ‘pay’? (salary) using the clues from the worksheet.
• Invite a few learners to drag the answers on the board (Question 23).

Cooler – What makes a good job? (5 mins)
• Put learners in small groups of three or four.
• Tell them to describe a good job in their opinion in two minutes.
• Monitor and support and listen for the use of today’s target vocabulary (this will indicate how well learners have remembered and understood).

Differentiation
• Invite a range of learners to share their ideas.

Homework
• Ask learners to find a job advert and bring it to class next lesson to read and possibly apply for. Ensure that learners know where they can find adverts, as discussed in the warmer (eg online, in newspapers, in shop windows, and at the Job Centre).