

# 5

## Find that job!

### Coverage of Literacy Curriculum

#### *Practise listening and speaking*

- Speaking clearly to be heard and understood Slc/E2.1
- Making requests to obtain information in everyday contexts Slc/E2.2
- Asking questions to clarify understanding SLc/E2.4
- Listening for detail in short instructions, information and narratives SLlr/E2.2
- Responding to straightforward questions SLlr/E2.6

#### *Practise reading and writing*

- Identifying common sources of information Rt/E2.3
- Using a simplified dictionary to find the meaning of unfamiliar words Rw/E2.4
- Using initial letters to find and sequence words in alphabetical order Rw/E2.5
- Using knowledge of simple sentence structure and word order to help decipher unfamiliar words and predict meaning Rs/E2.2
- Recognising high frequency words and words with common spellings Rw/E2.2
- Using phonic and graphic knowledge to decode words Rw/E2.3
- Using words and phrases to record information Wt/E2.1
- Constructing simple and compound sentences using common conjunctions Ws/E2.1
- Using adjectives Ws/E2.2
- Using punctuation correctly Ws/E2.3
- Spelling correctly the majority of personal details and familiar common words Ww/E2.1
- Using their knowledge of sound / symbol relationships and phonological patterns to help work out correct spellings Ww/E2.2
- Producing legible text Ww/E2.3

#### *Key functions*

- Extracting key information from spoken and written text
- Asking questions and give answers orally and in writing
- Comparing jobs and match skills and qualities to jobs
- Writing personal statements

#### *Key grammar*

- Using adjectives to describe personal characteristics
- Using conjunctions to join simple clauses – 'and', 'but', 'as'
- Using question marks and question words 'what', 'where', 'when' etc.

## ***Resources to support this unit***

- A stereo system and headphones
- A class set of simple dictionaries
- Pre-prepared audio clips of scripts
- Access to computers with an Internet link

## ***Materials preparation***

- Extension worksheets on adjectives (optional)
- Audio clips of personal descriptions of jobs
- Dictionaries
- Cue cards for job game (instructions supplied)
- Highlighter pens
- Audio clip: Carla's interview
- Cue cards for interview at the Jobcentre
- Information sources to locate Jobcentres
- Telephone directory
- Local map
- Job advertisements
- Blank cue cards
- Question sheets for observers
- Sheets of simple sentences to be joined by 'as' (extension only)
- Spelling label cards (optional)

## Page 1

### Unit aims

#### To begin

- Clarify content, purpose, objectives and outcome of the unit: to be able to search for and ask for information about jobs; to understand the contents of a personal statement and to write their own.
- Show how the core curriculum skills are itemised on each page of the learner's material.
- Demonstrate how the core curriculum skills represent progression from Entry 1 and reflect the ILP.

#### Specific to this unit

- Check learners' experience, knowledge, aims and aspirations in relation to the job market – including working from home and mobile, itinerant working.
- Elicit information about learners' job experiences.
- Talk about local employers and employment / training opportunities.
- Lead learners to identify some job hunting skills and any obstacles.
- Ensure that this opening discussion is kept short and to the point. The purpose is to focus on the unit topic and to proceed smoothly to the first skills page.

## Pages 2 and 3

### Match people to jobs

#### Materials

- Audio clip of Mo and Paula

#### Rationale

- To extract key information from personal statements through listening and reading

#### Activity A

#### Speaking

- Encourage further discussion in pairs within a short time limit, focusing on positive experiences of work and personal preferences. Bring out the skills that are needed to do particular jobs.

#### Activity B

#### Listening

##### Pre-task

- Explain to learners that they will hear two people talking about their jobs. Ask them to listen carefully to identify each person's job. What must they listen to?
- Talk about the importance of the beginning and the end of each speech and about the kind of words that might give a clue to the person's job. For instance, the word 'school' might suggest a teacher; the phrase 'up early for training' might suggest an athlete etc.

##### Task

- Play the audio clip of Mo and Paula describing their jobs. Ask learners to identify what the speakers do, using the clues they have found and have been given.

##### Help

- Pause the audio clip after each character's voice. In pairs, allow learners to note down two or three key words that give a clue to the speaker's job. Tell them they need not worry about spelling at this point, only about understanding.
- Replay the audio clip if necessary. Check and discuss the words learners have noted.

#### Activity C

#### Reading and listening

##### Pre-task

- Encourage a whole-group discussion. Draw out the relevant skills needed for each job and key words to describe them.

##### Task

- Divide learners into pairs. Replay the audio clip while learners follow the script. Pause between voices and replay if more practice is needed in following the text at the required speed.
- Ask pairs to listen for the key words that describe the jobs, and agree the answers together. Encourage them to check their answers in the written text and then write the key words in the table.
- Question each pair to check the key information is correct.

## Help

- If you feel that some learners may struggle to think of skills, prepare some beforehand and put them on card. Allow learners to choose the skills that they think Mo should have. These can then be placed on the display area to assist with later work.

## Activity D

## Speaking

### Pre-task

- Promote discussion on the positives and negatives of both jobs.
- Put up a sheet on the display board with the following words:

nursing      gardening  
good   bad    good   bad

### Task

- Ask each learner to pick one of the characters. Divide learners into character groups such as a Mo group. Allow learners to talk about what they think is good or bad about their character's job. Ask them to write down a list of 'good' adjectives and a list of 'bad' adjectives using the audio clip, the text, discussion points and their own knowledge to help them.

## Activity E

## Reading

### Pre-task

- Focus on the questions and ensure that learners can read and understand what will be required of them.

### Task

- Divide learners into pairs. If necessary, replay the audio clip, pausing between voices and replaying as necessary. Ask learners to follow the script. Ask pairs to agree the answers to the questions together. Encourage them to check their answers in the written text before writing them down.

## Help

- Encourage confidence in reading and comprehension by allowing the learners, in pairs, to role-play the characters or to take turns in reading the text aloud.
- Make the text come alive by talking about the characters or by encouraging learners to act them out as if they were on camera.

## Activity F

## Speaking

### Task

- Draw out the similarities between jobs, that may appear superficially to be very different. Show how very different jobs may require them to be well-organised or punctual, to be good at keeping records or to be physically strong.
- Ensure that learners listen carefully. Check that they are following the main points and making contributions at appropriate times.

## Pages 4 and 5 Describing jobs

### Materials

- Extension work sheets on adjectives (optional)
- 'Help' cards with adjectives cut out
- Jobs page photocopied from a newspaper
- Pictures of people doing different jobs

### Rationale

- To use adjectives, nouns and simple sentences to describe jobs

## Activity A

## Speaking

### Pre-task

- Initiate a group discussion using the job advertisement as a stimulus. Review what learners have said about their work experiences

### Task

- With learners identify the jobs represented in the pictures. Discuss how they would describe these jobs. Look at the jobs page and talk about the variety of jobs.
- Ask the questions: 'Is there a job in there for you?' 'Why do you think that it would suit you?'
- Place an enlarged jobs page on the display area. Record issues and comments from the group on a flip chart / whiteboard or speech bubbles. It is a good idea to write the name of the learner who offers the comment to the sheet, as this immediately includes the learner in the discussion and gives authority to his or her opinion. This can be written directly onto the sheet or the learner can sign a 'Post-it' note and attach it to the sheet. Blu-tack the sheet to the display area. This will begin the display for this unit and capture the thoughts of the group.

- The jobs page will be referred to throughout the unit, so it would be helpful to have it on display where everyone can see it and refer to it for each activity.
- Question the group about their jobs and dream jobs, and their experiences of job application procedures.
- Make sure that each learner understands the different sources for job searches, e.g. an Internet search, a recruitment agency, the Jobcentre, newspapers etc.
- With the learners, identify the jobs represented in the pictures. Discuss how they would describe these jobs. Add to the list any new adjectives used. Introduce the word 'adjective' and display it as a heading.

### **Activity B**                      **Reading and writing**

- Divide the group into pairs. Ask learners to focus on the adjectives and to tick those they can read and understand. Encourage them to exchange understanding with one another.
- Help learners to identify adjectives displayed on the board from the previous discussion. Ensure that all learners can read the listed words. Revise or teach word recognition strategies.

#### **Reading strategies**

- Use **reading strategies** such as:
  - whole word recognition (e.g. use cue cards, play recognition games)
  - phonic knowledge (e.g. revise sounds of vowels and consonants, practise long vowel phonemes such as 'seat', 'good', 'date')
  - breaking down into syllables (e.g. split words to aid recognition such as time-keep-er, ex-per-i-ence)
  - working out from context (e.g. give examples to work out such as the word 'telephone' in the sentence: *You should telephone to ask for a form*)
  - relating to other similar known words (e.g. work out a series of new words supported by clues such as 'stressful' which can be related to clues such as 'stress' and 'helpful')
  - using dictionaries (e.g. revise alphabetical order and introduce simple dictionaries for words such as 'similarities' and 'differences', 'organised' and 'flexible').

- Discuss the meanings of the words with the group as a whole. Direct learners to tick more adjectives as they learn to read and understand them.
- Refer to the displayed word 'adjective'.
- Go through the adjective box in the learner's materials. Model other examples on the board. For example:
  - I go to the park – 'park' is a noun.
  - Every sunny day I go to the local park – 'every' 'sunny' and 'local' are adjectives.
- Ask learners to add any further job-related adjectives of their own to the table.

#### **Extension**

- Prepare a list of adjectives that could be used to describe a place of work, such as warm, cold, scruffy, dirty, clean, smart, posh etc. and ask learners to follow the same tick box procedure. Prepare other lists of adjectives describing a person they work with (e.g. tall, strong, stupid), their feelings at work (e.g. angry, happy, bored) and repeat the task.

### **Activity C**

### **Writing**

#### **Pre-task**

- Draw attention to the grammar tip box in the learner's material. Ensure knowledge and understanding of the term 'noun'. Give some examples of adjectives with common nouns, e.g. It was a long day; He sat on the soft chair; She is a good driver. Ask learners to identify the nouns as well as the adjectives. Ask them to give examples of nouns and adjectives in a sentence.

#### **Task**

- Read the given sentences aloud or ask for a volunteer to do so. Identify words that are difficult to read and draw attention to their shape and construction.
- Focus on vowel use in words such as 'work', 'nurse', 'great' and 'really' to ensure that learners recognise and can read these words again.
- Ensure learners understand that these are full sentences. Ask them to identify how sentences convey meaning. Ask learners to prepare their own sentences.

## **Activity D**                      **Reading and writing**

### **Task**

- Read aloud the advert for a driving instructor aloud or ask a volunteer to do so. Identify words that are difficult to read and draw attention to their shape and construction.
- Focus on vowel use in words such as 'smart', 'form', 'meet' and 'free' to ensure that learners recognise and can read these words again.
- Ensure learners understand that these are full sentences. Ask them to identify how sentences convey meaning.
- Individuals can then highlight the adjectives and underline the nouns in the advert. Check the answers together.
- Ask the group to think of other adjectives to replace the ones in the advert. Stick to the simplest nouns and adjectives.

### **Help**

- Revise reading strategies. Identify all common nouns in the sentences for this task. Find the adjectives (by elimination if necessary). Look at which noun goes with which adjective.

## **Activity E**

## **Writing**

### **Pre-task**

- Talk about sentences and what they are. Focus on some examples on the page.
- Prepare some sample sentences on card using working life as a theme. Include an adjective in each. Cut up the sentences so that they can be displayed with or without the adjectives. Ask learners to try out different adjectives in the sentences by moving the words around. Try to create potential for humour, e.g. allow the adjectives 'blonde' and 'blue' to be transposed so that a woman at work is described as having blonde eyes and blue hair.

### **Task**

- Ask learners to write three interesting points about what they do, using an adjective and noun in each.
- Take account of the fact that not all learners will have a formal job but stress that everyone has work to do, such as cooking, washing, fixing the car, decorating, studying, training, voluntary work etc.

- Ask learners to share their sentences with the group. Talk about the nouns and adjectives used.

### **Help**

- Encourage learners to build sentences word by word from vocabulary and structures already used in the activity. Point these out as necessary. Help them to spell key words.

### **Extension**

- Ask learners to extend the number of sentences to six or ten or ask them to write six sentences describing a film they have seen, a sports event they have watched or another area of adult working life. Invite them to read their sentences to another person in the group and discuss the effect of the adjectives.

## **Pages 6 and 7** **Words about jobs**

### **Materials**

- Dictionaries
- Photocopied jobs page from a newspaper
- Flashcards

### **Rationale**

- To recognise and apply new adjectives in context

## **Activity A**

## **Reading**

### **Pre-task**

- Use flashcards or play word recognition games. To check, ask learners to highlight the words in the texts.
- Use a dictionary to find out the meanings of new words. Add the flashcards to the display. Remind learners that these words are frequently use in job advertisements and that they will need to record them in their personal word banks.
- Help individual students with spelling strategies to remember these words. Discuss the meaning of the words. Learners may find these additional words: opportunity, reference, conditions, qualifications.

## Task

- Ask learners to look at the jobs page and highlight the words in the texts. Learners may have other words to add to the job word bank. Add these to the flashcard display.

## Activity B Reading

### Pre-task

- Focus on contributions already made by learners about perceived skills needed for particular jobs. Explain that the words in the left-hand column are common in job advertisements. Ask them to read the words using a range of strategies such as:
  - phonic knowledge
  - whole word recognition
  - breaking into syllables.
- Recap on strategies as necessary.

### Task

- Discuss learners' understanding of the words and clarify meaning. Ensure that learners familiarise themselves thoroughly with these key words, which are essential to the unit. Use flashcards or play word recognition games. To check, ask learners to highlight the words in the texts on the jobs page. When they are comfortable with the words, complete the task.

## Activity C Reading and listening

### Pre-task

- Recap as necessary on the word 'adjective' and its application. Listen to the audio clip of Mo and Paula again.

### Task

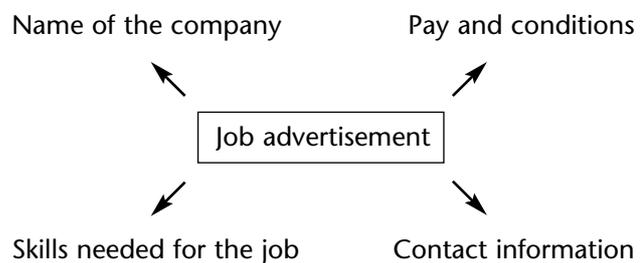
- Ask learners to tick the adjectives they think apply to each job. Check listening skills and application of new adjectives. Discuss and compare answers.
- Demonstrate how learners may have arrived at different but equally appropriate answers. More than one answer is possible for each person.
- Ask learners to consider an inappropriate sentence for each adjective as well as identifying a suitable one.

## Activity D

## Writing

### Pre-task

- You could prepare sentences about job advertisements. Write these on a flipchart and add to the display. Discuss the words used in the advertisements from Activity A. Put them together in sentences and add them to the display.
- Help learners to build up a writing frame step by step. What is the job? What are the skills needed and the words that describe the job? Where is the contact information? What is the name of the company? What are the pay and conditions? etc.



This will give learners a scaffold to help them write the job advertisement.

### Help

- For less-confident learners, agree a set number of sentences to write (three or four) for each short text; use ideas for content from the text in the unit and from the group.
- Encourage learners to use words from the printed text as models. Display key words on the whiteboard. Allow learners to work in pairs or small groups if they are still not confident.
- Recap on letter size, spacing etc. for clarity of handwriting. Where handwriting needs practise, suggest trying out the words on a separate sheet of paper before completing the exercise. Ask learners to comment on what looks good about their writing and what they don't like. Practise producing letters at the right height and keeping them upright. Practise spacing between words. Provide demonstration models.
- Ask learners to complete the task. Encourage them to check each other's work for clarity and to see the value of peer assessment – can their peers read what they have written?

## Pages 8 and 9 We want you

### Materials

- Highlighter pens
- Pre-prepared cards for *Find that Job!*
- Other examples of job advertisements

### Rationale

- To read for information from real-life text
- To practise question formulation and punctuation.

## Activity A *Reading and speaking*

### Task

- Read the advertisement with the learners. Encourage them to help each other and to use a range of reading strategies to decode the text. Ask volunteers to read aloud. Ensure understanding of 'estate agency', 'agents', '£15 000 pa' and 'pro rata'. May be seen on adverts – explain these for learners.
- Examine the features of the advertisement, including the layout, the list of questions, the headings in bold and the order of information. Discuss the effect.
- Ask for ideas about where else you might find job advertisements in a different form, e.g. in a local newspaper, at a recruitment agency or in a local newsagents. If you have them, look at some examples. Display the advertisement on an OHT and invite learners to highlight the different parts of the advertisement.

## Activity B *Reading*

### Task

- Allow learners to complete the true-or-false exercise without help. After detailed reading of the advertisement, they should be well prepared for the task.

### Help

- Encourage learners to identify unfamiliar or specialist words in the advertisement. Help them to work out the meanings from the context and with reference to the advertisement. Then ask them to complete the true-or-false exercise.

## Activity C

## Reading

### Task

- Talk about the kind of person sought in the advertisement. Read the advertisement aloud and ask learners to listen and follow the text.
- Ask them to identify and highlight one question in the text and to comment on its features. Focus on the question mark. Talk about the intonation of questions. Encourage them to practise by asking another person a question such as: 'Are you self-confident?' Discuss the intonation used. Then ask learners to identify and highlight the remaining questions and write them down, concentrating on accuracy and clarity.

## Activity D

## Reading

### Task

- If the group is large enough, ask six volunteers to read a sentence each from this exercise. If not, take turns to read, and include yourself in the turn-taking. Talk about intonation again and identify new features of questions such as the inverted verb and subject in 'Do you...?' 'Are you...?', 'Can you...?'

### Help

- Encourage learners to listen for the rise in the voice at the end of a question. Ask them to practise some other questions and to listen for intonation.
- Try playing a 'yes/no' game in which a learner asks another person in the group a number of questions demanding the answer 'yes' or 'no'. The other person must reply quickly but without using the words yes or no. If these words are used, the turn is over and the pair swap roles. The winner is the one who keeps going for the longest time without saying 'yes' or 'no'.
- When all learners are using and recognising questions comfortably, proceed to the task.

## Activity E

## Reading

### Pre-task

- Ensure learners understand that a question is one kind of sentence and that a statement is another. Help learners to recognise the function and construction of a sentence.

- Prepare some examples of word groupings, some of which are sentences and some of which are not, e.g. 'The tall man', 'sitting in the sun on a hot day' and 'The tall man was sitting in the sun on a hot day.' Ask learners to discuss in pairs and to agree which make complete sense and which do not.
- Discuss the features of a sentence as a statement: it states who did what and is punctuated with a capital letter and a full stop; as a question, it demands an answer and is punctuated with a question mark. Concentrate on the meaning and sense of the sentence.

### Task

- Use learners' own examples of questions beginning with 'what', 'when', 'where' etc. They may already have supplied some in the intonation practice. Discuss some possible answers, then complete the task.

### Extension

- Divide learners into groups of three or four. Make one member of the group (or you), a manager from *New Homes*. Ask the others to take turns to ask questions. Discuss and record some examples of questions on the board.

## Activity F Writing and speaking

### How to play *Find that Job!*

- Prepare cards with key words: one set for the interviewers and one set for the candidates.
- Divide the group into pairs (you can be one of a pair). One learner should be the interviewer and the other the candidate. The interviewer has a card bearing the key words of a job description and person specification. The candidate has a card with key words relating to strengths, skills, experience and wishes.
- The interviewer wants to choose the best candidate for the job, so asks questions such as: 'Do you have experience in customer sales?' The candidate asks questions like, 'What is the salary?', 'What's the rate for the job?' or 'Will I have to travel?'
- Through this question-and-answer session, each interviewer can establish the candidate's suitability for the job.

- At the end of each interview, learners change pairings and begin another question-and-answer session. They continue to do this, moving around the class until the right person is matched to the right job.

## Pages 10 and 11 Jobcentre Plus

### Materials

- Audio clip of Jobcentre questions
- Audio clip of Carla's interview
- Coloured highlighter pens
- Question sheets for observers

### Rationale

- To develop speaking and listening skills
- To formulate and ask questions in interviews

### Activity A

### Speaking

- Discuss the illustrations of Carla to establish setting, purpose and what is about to happen. Check whether learners have visited a jobcentre. Talk about other ways of getting jobs, e.g. through friends, recommendations, local newspapers, recruitment agencies or the local council. Reinforce the value of working from home. Carla could run a hairdressing business in her own home. Ask learners what they think the advantages and disadvantages would be. What experience do learners have of working from home? How have they found jobs? Why might they go to a jobcentre? How might interview skills be useful?

### Activity B

### Listening

- Play the audio clip of the Jobcentre questions and ask learners to listen. Ask them to tell you what it is about. Direct them to the task.
- Focus on the key question words from Kareem's questions. Ask learners to highlight each question in a different colour. Then ask them to highlight each answer in the same colour as each corresponding question.

## Help

- If necessary, re-play the audio clip and help the learners to read Carla's answers using reading strategies such as splitting words into component parts, for example: 'hair-dress-ing', 'fin-ish-ed', and recognising familiar but irregularly spelt words such as 'people' and 'listening'.

## Activity C

## Writing

- Tell learners that you want them to pick out the questions Kareem asks. Play the audio clip again. Remind them that the key words to help them are already on the page. If learners feel prepared, encourage them to complete this task without help.

## Help

- Replay the audio clip and identify further words and constructions with the learners. Proceed with one question at a time if there is difficulty.

## Activity D

## Writing

### Task

- Discuss the two jobs. Ensure that all learners can master the language and the concepts.
- Talk about additional information an applicant might want to know and the kinds of questions they could ask.
- Work through job A as a group and let the learners write the questions for job B. Remind them of the question words and word order.
- Ask them to look through the jobs page and any other advertisements in the unit to look at questions they might use.
- The questions that are asked can be written and put on display. This will become a model for learners to use when completing questions for job B. Use questions such as:
  - Where will I work?
  - How much will I be paid?
  - Will I be able to choose my hours?
  - Who will I work with?
  - Will I be trained to do this job?

## Help

- If necessary, read aloud, group read or recap on reading strategies. Ask learners to discuss which of the two jobs they would prefer. Point them to the vocabulary and model questions already used and ask them to complete the task as an individual exercise. Ensure that learners help themselves by referring back to the questions already devised.

## Extension

- Ask learners to find other job advertisements. Discuss where they might look for these, for instance in the local paper or on the website. Ask them to find the jobs that interest them most. What information do they still need to have before applying? What questions would they still like to ask about the job? Ask them to write these questions down. Discuss the advertisements and the questions in class. Help learners to access the website if necessary.

## Activity E

## Speaking

- This exercise is to be a mirror of the interview on the audio clip (Carla's interview). If necessary re-play the audio clip.

### Pre-task

- Ask learners to prepare, with your help, answers to their questions. Tell them to prepare sensible answers mentally or they can note down key information such as hours of work, pay, what kind of person they want, where the job is based, how many people are employed, if they will work unsupervised, how long the holidays are and if they will work weekends.
- Discuss what the observer will do. Brief the observer to listen and to comment on the effectiveness of the question-and-answer session. Provide a question sheet with 'yes / no' answers such as: Did they speak clearly? Could they hear each other? Did the jobseeker ask the best questions? Could they have asked more? Did the job adviser give clear replies? Leave space for them to add comments of their own.

### Task – role-play

- Divide learners into groups of three. Invite the observer to give feedback. Try again with swapped roles. Listen to feedback. Try again, swapping roles so that each learner has played every role. Hear and discuss final feedback.
- Review the process with the group as a whole.

## Pages 12 and 13 Selling your strengths

### Materials

- Sheets of simple sentences to be joined by 'as' (extension only)

### Rationale

- To plan and develop writing skills for short personal statements, using simple and multiple sentences and conjunctions

### Activity A

### Listening

#### Pre-task

- Discuss what is meant by 'selling your strengths'. Elicit examples of strengths from learners, focusing on skills, experience and personal qualities. Write a few examples on the board. Establish that by selling your good points, you let other people know about them in a number of approved ways.
- Steer the discussion towards the common requirement to write a personal statement. Highlight the usefulness of the personal statement – it gives you a chance to say everything you want to about yourself, you have the chance to edit and re-edit it, and you can make it neat and well presented.
- Draw out learners' experiences of writing about themselves. Discuss when they might need to do this.
- Focus on Carla's word web. Ensure that everyone can read the details already entered. Play the audio clip twice if necessary – once to get the gist, then to listen for detail.

#### Task

- Add to Carla's word web, paying attention to meaning rather than accurate spelling at this stage.

- Reinforce the concept of planning. Pool answers and record key points on the board.

### Activity B

### Writing

#### Task

- This is now a personal activity. Learners may wish to approach it on their own. Encourage them to think of their real experiences and strengths and to record them using:
  - words found in previous tasks
  - words displayed on the whiteboard
  - new words relating to their own experience.
- Recap as necessary on spelling strategies and basic use of dictionaries for new words.
- Reinforce the concept of planning. Complete the word web task. Ask learners to volunteer some of their entries but only if they wish to. Ask for suggested sentences using these words. Focus on the examples of sentences given. Ask learners to complete the written task, using full stops and capital letters. Share some of their sentences with the group.
- Discuss whether their simple sentences sound like a personal statement. What could you do to improve the way they read? Elicit suggestions for improvement to include:
  - writing continuously (in one or two paragraphs)
  - order of sentences
  - writing in longer sentences.
- Take learners' examples of sentences and discuss ways of joining them together. Concentrate on the use of 'and', 'but' and 'because'.
- Direct learners to the grammar tip box. Talk about joining words. Pick them out in Carla's statement. Ask learners if they want to add any more joining words they have used.

### Extension

- Provide simple sentences that must be joined by the word 'as'. Provide some examples. Ask learners to write the new joined sentences. The use of 'as' will allow for a more sophisticated personal statement.

### Activity C

### Writing

#### Task

- Some learners will be ready to tackle this task alone.

## Help

- Discuss grouping of sentences. For example:
  - experience and skills
  - distant and recent past
  - full-time and part-time employment.
- Emphasise good presentation and neat handwriting. Recap as necessary on handwriting skills, including spacing and letter size for upper- and lower-case letters.

## Help

- Ask less-confident learners to write a limited number of sentences (about three). Direct them to key words and phrases already used.

## Extension

- Ask learners to complete personal statements for Mo and Mike.

## Page 14 Spelling

**Spelling strategy:** In this unit, learners will concentrate on **plurals** and recognition of **high frequency words** and **adjectives**. Spelling strategies should be developed to cater for the needs of the individual learner. Examples of strategies are given below.

## Materials

- Pre-prepared cue cards
- Label cards (help)

## Rationale

- To recognise, use and be able to spell plurals and common adjectives

## Activities A and B

- Reinforce spellings by a range of **spelling strategies** including:
  - word recognition games
  - prepared cue cards bearing common adjectives
  - learners making connections between the sound of the word and its appearance
  - ‘Look, Say, Cover, Write, Check’ method
  - spelling rules
  - spell check on the computer.
- Complete the wordsearch.

## Activities C and D

## Plurals

- Ensure learners understand the concepts of singular and plural by visual demonstration of single items and a number.

## Help

- Display a range of objects – some singly, some in a group. Give out cards for learners to prepare labels. Supply the root words. Ask learners to write the labels, indicating whether they are singular or plural.

## Page 16 Integrated skills

## Materials

- Jobcentre information sources
- Telephone directory
- Local map
- Cue cards (if needed)

## Rationale

- To bring together the skills developed and practised throughout this unit
- To provide an opportunity to practise the skills learnt outside the learning environment
- To provide evidence of learning for the portfolio, progress record and ILP review

## A *The real thing*

- Support learners in preparing for and applying for a job with this activity. Provide useful material such as local telephone directories, local newspapers and job information. Ensure that all have prepared a good range of questions to ask.
- Ask learners to look at a job advertisement of their own choice. Learners should write a range of questions to give them the further information they need about the job. Each learner can then present their advert and questions to the group, who decide if the questions would get the information required.

### Help

- Discuss in pairs before writing why questions are important. Direct learners to the previous exercises for inspiration. Talk to them about what they will need to know from a job advert. Note that some questions will require a 'yes or no' answer whereas others will need information-based answers such as '£12 000 pa' or a longer phrase such as 'every other weekend'.
- Ensure that learners are prepared to write notes and have strategies to write what they hear if they make telephone enquiries.
- For differentiation, some learners may like to prepare for a visit to a jobcentre. In this case, use role-play with pre-prepared cards. Brief a colleague to act out the Jobcentre official. Some may wish to work for themselves. In this case, conduct the interview as a question-and-answer session with a practising home worker. In all cases, aim to send the learner out of the room to perform the task.

## B *Finding a job on the Internet*

- Use a computer suite at your institution if possible. If not, check who has access to the Internet. Suggest means of access such as friends in your group, relatives, Internet cafes, libraries, colleges and jobcentres.
- Help those who are unused to computers by explaining the terms 'click on', 'web page' and 'button'. If possible, give learners initial practice in using the mouse.
- Prepare a few introductory tasks. Allow learners to copy some examples of jobs from the Internet or to print out if the list is quite short. Discuss

feedback. Be ready for the problems they may have found such as:

- too much information to sift – count the number available or record as 'over 30' and focus on the details of one or two examples
- nothing appropriate – think of back-up job titles which you know will produce results.
- Try to find some examples of appropriate jobs from the feedback. Be ready to try precise search terms that will throw up some realistic options.

### Extension

- Ask learners to search the website of a particular company to see the kind of jobs on offer. Look at a local council website or check trade union sites or others that are similar. Ask learners to report back on interesting or useful findings.

## Page 17 Check it

### Materials

- Job advertisements

### Rationale

- To check and consolidate key learning.
- To ensure that learners can complete the *Check it* page

### Help

- Prepare additional tasks for those who are still unsure. Recap as necessary.

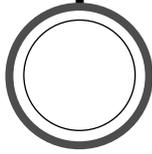
### Review

Refer learner back to page 1 of the learner's material. What objectives have been covered? How has the work of the unit reflected the needs identified in the ILP?

What new skills and knowledge have been acquired by the learner? What makes the learner feel more confident?

What skills still need to be practised? What needs clarification? What should the learner do next?

There are four other units at this level. There are five more units at Entry 3. Direct the learner to the next stage.



# Photocopiable resource

Enlarge to A3.

## Let's Drive Driving School (your road to success) Become a driving instructor!

A new career – a secure income – flexible hours – smart car included.

No previous experience – meet interesting people.

Discover the rewarding experience of teaching someone to drive.

Two references will be required. Phone for a free information pack and application form.  
Tel: 0114 589 6873

Reference 12

## HAIR TODAY

*Hair Today are looking for hairstylists for their new and exciting salon in Marston (near the town centre).*

*Experience is not a necessity, but must have at least NVQ Level 1 or 3 qualifications. Good levels of pay, and additional bonuses and share incentives.*

*Applicants must be friendly and willing to be part of a hard working team*

Contact Graham on 01703-549970 or e-mail [Graham@Hairtoday.fsnet.co.uk](mailto:Graham@Hairtoday.fsnet.co.uk)

Ref: 20

The Haworth Hotel's restaurant and coffee shop wish to employ a waiter/ess. The role is a 'hands on' and varied. The duties will consist of serving at tables taking orders, clearing tables, serving behind the counter, serving at the cash desk as well as all round cleaning duties.

*Are you quick to learn?*

*Can you work long hours?*

*Previous waiting experience is essential.*

*All applying candidates need to be eligible to reside and work in the UK.*

Rates of pay: £4.10 – £5.65 per hour (plus tips from central fund)

A short job specification / skills list for this post will be sent to all applicants.

Contact Sam Mustafa  
[sam.mstafa@haworthhotel.co.uk](mailto:sam.mstafa@haworthhotel.co.uk)  
18 Devonshire Road Lincoln LC2 5RH

Tel: 01507 249 2  
Fax: 01507 249 3358

## Wanted Call operators

Good telephone manner.  
Part-time evening work. For more information phone Elaine on:  
0713 252 5777

## Carmel Street Primary School

The headteacher and governors wish to employ a new caretaker. The previous caretaker is retiring after thirty years in this post.

If you feel that you have the necessary skills for this very demanding and rewarding position then please contact Miss McNamara, the headteacher to discuss your application. She will be available during school hours 9 – 3:30 pm.

Telephone 0713 743 1432 or call in at the school.

Salary – £15 000 per year plus rent-free family house (three bedrooms) situated next to school.

## Citizens Advice Bureau

Based at Hope Shopping Precinct Salford needs

## Volunteer Advice Workers

Are you:

- Interested in helping people?
- Worried about people who have debt problems?
- Looking for a mental challenge?
- Concerned about health issues?
- Wanting to give something back to the community?

We can provide full training and travelling expenses

Please contact Dave on 0173 431 7012 for further details or ask at the bureau.

*The entrance is beside Frank's Newsagents on The Mall.*

CAB encourages applications from all sections of the community regardless of race, sex, disability, HIV / AIDS, sexuality and age.

## Nightingales Hospice

We are looking for experienced nurses to join our friendly and caring team. We look after terminally-ill patients within the unit and provide 24-hour support for other patients and their families in their own homes.

Due to expansion of the unit, we have vacancies for senior and auxiliary staff to work full- or part-time.

Applicants must have a full driving licence Contact Matron – Faye Gregory for more information

Pay and conditions are negotiable. Training given for new auxiliary staff

Telephone 01467 9035567

Reference 45

## Little Angels Nursery

### Play and Learn Centre

If you like children, you will enjoy working for us.

Contact us today for more details about a career in childcare. We are looking for a brand new team of professionals and new recruits who would like to begin their training with us.

- ★ If you are enthusiastic and ready to take on a challenge...
- ★ If you have a qualification in childcare...
- ★ If you would like to work with children...

Contact us NOW – Mrs Hannah Singh  
Tel: 0138-907-1256

*Be advised that police checks will be carried out on all applications*

Ref 57

## Gill's Medical Centre, Old Lane, Wadheath, Lancashire L46 8HN

Pay £19 000 pa

We are now looking for two part-time receptionists to help out at our busy surgery.

*Are you organised?*

*Are you a good timekeeper and reliable?*

*Do you have people skills?*

*Can you work flexible hours?*

We need two part-time receptionists to work two days during the week and every other Saturday. Training given / good salary / five weeks holiday plan.

Telephone or e-mail for an application form. Fiona Ling, telephone 07711 678 23431 e-mail: [fling@gillsurgery.com](mailto:fling@gillsurgery.com)