

The Job Hunt

Level: Intermediate

Topic: Business and Economy

Key vocabulary: Bilingual lists in PDF and boxes (Teachers can download this material from the online version of the magazine).

Preparation: A copy of the article for each student. A sample of a CV and a résumé to show students. A handout with typical questions a person might have to answer in a job interview.

Objective: Students learn about the differences of applying a job in the U.S. compared to their own countries. Students role play a job interview.

Warm up

Write Job Hunt on the board and ask students what comes to their minds when they read those words. Ask them if they have ever had a job, how they got it, if they went through an application process, and so on. Also ask them if they would consider working in a different country and which country would choose to apply for a job and why. Encourage the use of English.

Main Activity

Pre-teach vocabulary related to jobs: employer, employee, full-time job, part-time job, schedule, salary, qualifications, duties, position, apply, application, temporary work, job interview, etc. Encourage the use of a dictionary and/or context for the meaning of unknown words.

1. Give each student a copy of the article.
2. Allow some time for silent reading and ask them to underline or highlight words that are unknown. You can give them the meaning of words or make them work cooperatively with a dictionary. Just make sure you don't spend too much time in this activity.
3. Ask students to read again and look for the types of visa needed to work in the United States. Make sure students know what a visa is. Ask them questions like what types of visas are mentioned in the article? What types of professionals get these visas?
4. In the article the writer mentions the Chile Free Trade Agreement Professional visa. Ask them if they know of an agreement like that in their own countries. (If you are teaching in Chile ask students if they knew such agreement existed).
5. Ask for students opinions about Sibylle Weltert and her decision of not applying for an artist visa a second time.
6. Introduce the words CV and résumé and ask students to tell the difference between these two documents. Allow them to read the article again and find the answer there.
7. Show them a sample of each document. You can use a projector or give each student a copy of the documents.
8. Once your students are familiar with the CV and résumé format you can ask them to work individually and choose one of the documents and fill it with their own information.
9. Give students sample of questions they would typically have to answer in a job interview and tell them they are going to role play an interview.

Follow up

- The follow up activity proposed in this edition focuses in writing and speaking.
- Ask students to work individually and write a job advertisement for a magazine, newspaper classified ads, or internet. Let them decide what kind of position to offer.
- Make them put their job ads in a box.
- Divide the class in two groups. Students from one group are going to be the employers and students from the other group are going to play the role of an applicant.
- The applicants choose a job they want to apply for from the box.
- Tell students they now have to work in pairs with one classmate from the “employers” group and write a job interview based on the job the “applicants” chose.
- Check grammar, ideas, and the correct use of vocabulary.
- Students role play the interview.

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