

Lesson plan – Registering with an employment agency

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Topic: Employability

Level: SfL Entry 3 / SQA National 4 / CEFR B1

Time: Approx. 1¼ hrs

Aims

- To develop learners' awareness of the process of registering with an employment agency
- To give practice of reading a webpage for gist and detailed information
- To give practice of completing a registration form for an employment agency.

Introduction

This lesson is related to employability and focusses on the language and skills needed to understand a website which describes the process of registering with an employment agency. Learners also practise completing a registration form.

You will need:

Worksheet 1 (image of Ali): 1 copy, either printed, or displayed via data projector

Worksheet 2 (warmer and vocabulary): 1 per learner

Worksheet 3 (reading a website): 1 per learner

Worksheet 4 (reading a website and information for a form): 1 per learner

Learner dictionaries: class set

red / green traffic light cards

Worksheet 5 (information about Ali): 1 per learner

Worksheet 6 (form): 2 per learner, could be copied back-to-back

Interactive PDF of the form for an electronic alternative to **Worksheet 6**

Worksheet 7 (completed form): 1 per pair, but take this sheet back to use with other classes

Procedure

Warmer / Lead-in (10 mins)

- Display the image on **Worksheet 1**.
- Introduce Ali and explain that he is unemployed and looking for a job.
- Ask the class what he can do to find a job (*go to the Job Centre, look for adverts online, ask friends etc.*).
- Tell them that he is going to register with an agency and ask if the learners have any experience of the registration process and agency work in general.
- Invite learners with experience of this to share their experiences with the class.
- Hand out **Worksheet 2** and ask pairs to discuss whether the sentences in the warmer are true or false.
- Check answers as a class and give further details, e.g. entertainment and modelling agencies can charge a fee in some instances.

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Alternative: Display the questions on the interactive whiteboard and discuss as a class. Learners could give their answers by showing a green card for yes and a red card for no.

Differentiation:

- Pair weaker learners with stronger learners for extra support.
- Nominate stronger learners to share their experiences and explain key vocabulary to weaker learners.

Task 1 – Vocabulary pre-teach (10mins)

- Explain that Ali has gone to an agency website to find out how to register.
- Tell the learners that they are going to read the website, but that first you want to check they understand some words used on the website.
- Ask the learners to complete **Task 1** on **Worksheet 2** in pairs.
- Check answers as a class.

Differentiation:

- Pair stronger and weaker learners together and also learners who share the same first language. Allow them to use L1 to discuss the meanings of the words.
- Encourage learners to check the meanings in a dictionary.

Task 2 – Reading a website (15 mins)

- Hand out **Worksheet 3** and ask the learners to read the information on the website and number the different stages in the order in which Ali needs to complete them.
- Check answers in pairs and as a class. If possible, display the website via data projector so you can highlight relevant sections of text if needed.
- Hand out **Worksheet 4** and ask learners to complete **Task 2b** and check their answers with a partner.
- Check answers as a class using traffic light cards. If learners think the sentence is true, they hold up a green card. If they think it's false, they hold up a red card.
- If learners have registered with an agency, ask if they went through a similar process.

Differentiation: Nominate weaker learners to give the answers to easier questions and stronger learners to answer the more challenging ones.

Alternative: Some learners might benefit from a more kinaesthetic version of **Task 2a** with the different stages cut into cards for the learners to reorder in pairs.

Task 3 – Information for a form (20 mins)

- Ask learners to read through the list of personal details in **Task 3a** on **Worksheet 4** and discuss their meanings with a partner.
- Deal with any queries, although these should all be familiar at this level.
- Ask learners to read through the items in **Task 3b** and match with the definitions.
- Check answers as a class, eliciting further details as needed, for example about different UK qualifications.

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- Hand out **Worksheet 5** and ask learners to find the information from **Tasks 3a and 3b** in the text about Ali and highlight and number it.
- Ask learners to check answers with a partner.
- Display **Worksheet 5** via a data projector, if possible, and ask volunteers from each pair to come to the board and highlight and number each piece of information.

Differentiation:

- Give weaker learners copies of **Worksheet 5** with the information already highlighted so all they have to do is match it to the items in **Task 3a** and **3b**.

Task 4 – Form-filling (20 mins)

- Explain that Ali is filling in the registration form for the agency.
- Hand out **Worksheet 6** and tell the learners that this is the form he has to complete.
- Ask the learners to use the information from **Task 3c** to complete the form for Ali.
- Ask learners to check in pairs and then with the completed form on **Worksheet 7**.
- Give learners another copy of **Worksheet 6** and to fill in with their own details.
- Either check these as they finish, or collect them in to check and return in a later class with constructive feedback.

Alternative: If you have the facilities, download the interactive PDF for learners to fill in the form electronically.

Differentiation:

- Give weaker learners a form which is already partially completed.
- If learners have weaker literacy skills, give them strips of paper with the information on and ask them to stick them on the correct place on the form.

Cooler – Vocabulary game (will fit the time available)

- Play 'Smiley face' (a version of Hangman) in teams with the vocabulary from the session.
- Think of a word from the session and draw a line of dashes on the board with a dash for each letter.
- Teams take it in turns to suggest a letter. If the letter is in the word, write it on the dash, if not, add to the team's smiley face, in the order: face, eye, eye, nose, mouth, ear, ear, hair, hair, hair.
- If their face is drawn before the word is guessed, that team is out.
- The winning team is the first to guess the word.

Extension activities / Homework

- Ask learners to compare the information needed on this form with that needed on a typical job application form.
- Follow this lesson with a lesson on CV writing.
- If you have the facilities, learners could register with an agency online during class time and with your support.

Answers**Warmer / Lead-in**

1. True 2. False 3. False 4. False (except entertainment and modelling agencies which operate under slightly different rules) 5. True 6. True

Task 1

1. c 2. e 3. g 4. f 5. d 6. b 7. a

Task 2a

1. h 2. f 3. a 4. e 5. g 6. b 7. c 8. d (c could also be repeated after d)

Task 2b

1. False 2. False 3. True 4. False 5. False (this could be debated: they will see if there is a suitable vacancy on their database, but won't necessarily find one) 6. True

Task 3b

9. g 10. b 11. e 12. i 13. c 14. a 15. h 16. d 17. f 18. j