

The Rate of Exchange

An LLC Thematic Unit
Designed for
Low Intermediate ESL and Level 1 ABLE



Learners



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In this unit, learners will:

- ✓ Talk and write about their first jobs (employment history)
- ✓ Talk and write about the jobs they would like (employment objectives)
- ✓ Use classified listings to find jobs of interest (employment search)
- ✓ Create a bulletin board to share employment information (community project)

The Rate of Exchange – Part I
Literacy (1 hr)



I got my first real job when I was 13 years old. I was responsible for bagging candy. I didn't need any experience for the job. I worked 2 hours a day. I was paid with candy. It was 10 hours per week. I was offered the job when I walked in.

-- Mia

Instructors can use this passage to practice and assess oral reading fluency. The reader can be timed while reading the 52 word passage (Divide the number of words correctly by the student's time to get the number of words read correctly per minute (WCPM). The number of words missed can be written on the line next to "Targets".

Time _____

Targets _____



Targeting Vocabulary

Here are some important words from the story.

You can write other words you want to learn in the box.

responsible	experience	paid	offered
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Playing With Language

A. Listen to the story again. Use the story to answer the following questions.

1. What kind of paragraph is this?

Autobiographical, narrative, or summary are all acceptable answers.

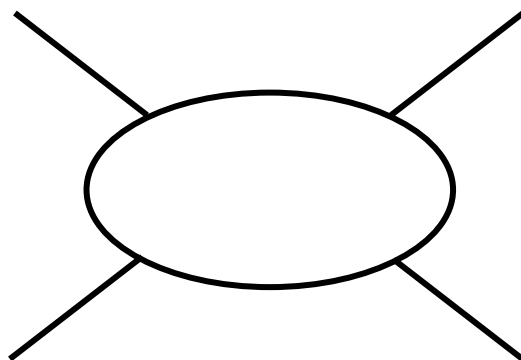
2. What kind of information does it tell us?

It tells us about Mia's first job, her responsibilities, and how much she was paid.

3. Where could we use this?

We could use this when describing our work history.

B. Describe your first real job. What kind of pay did you get? What responsibilities did you have? What experience did you need? How did you find the job? *(You can take notes in the space below.)*



C. There are several ways to spell the long 'e' sound. Find the words in this story that use this sound. Write then in the correct column.

-e-	-ea-	-ee-
responsible	real	need
experience	years	week

D. Use the words and phrases below to fill in the blanks.

didn't need	got	was	was	was
was offered	was paid	walked	worked	

I **got** my first real job when I **was** 13 years old. I **was** responsible for bagging candy. I **didn't need** any experience for the job. I **worked** 2 hours a day. I **was paid** with candy. It **was** 10 hours per week. I **was offered** the job when I **walked** in.



What do these words have in common? **Past tense**

E. Use the clues to help you solve the crossword puzzle.

experience	need	need	offered
paid	real	responsible	week

¹ O					² E		D			
					X					
					³ P		A		I D	
					E					
					R				⁴ Y	
⁵ R			E S P O		⁶ N		S I B L		E	
E					E		E		A	
A					E		N		R	
L					D		C		S	
					⁷ W		E E		K	

- | | |
|-------------------------------|--|
| 1. Lee _____ me a ride home. | 2. Something learned by watching or practicing |
| 3. I get _____ every 2 weeks. | 4. There are 10 _____ in a decade. |
| 5. In charge of | 5. Genuine; not imaginary |
| 7. 7 days | 6. Plants _____ water and sunlight to grow. |



Writing It Down Write a paragraph that describes your first real job. Use the notes you wrote on page 3. You should include:

- the responsibilities you had
- the pay you received
- the experience you needed

Here is an example written by a teacher:

I got my first real job when I 18 years old. I worked as a clerk in a bookstore. Back then, the minimum wage was \$4.25 per hour. Even though I worked 40 hours each week, I didn't make that much money. I did not have health insurance or paid time off. But I was young and single. I had no children. I only had to be responsible for myself. As long as I was able to pay my bills and add to my savings, I was satisfied.

The Rate of Exchange – Part II

Workforce Readiness (1 hr)



Pay and benefits are **compensation** for the work we do. How much we get depends upon the type of work we do.

Playing With Language

- A. An abbreviation is a small group of letters used to represent a bigger word. See how many abbreviations can you match to the original words. For a challenge, cut along the dashed lines and turn the squares over. **This activity can be used like the game "Memory."**

FT ★	evenings ◇	exp ▲	required ●
experience ▲	sal 😊	full-time ★	p/h ⚡
eves ◇	req ●	PT +	salary 😊
M-F ☀	per hour ⚡	part-time +	Monday through Friday ☀



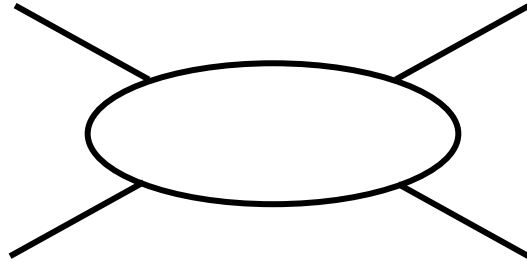
Can you think of any more abbreviations we might use when looking for a job?

B. Work with a partner and look through the classified ads for jobs that interest you. Write down important information about each job in the table below.

Complexity of resources (i.e., newspaper vs. internet) should be based on student ability.

JOB OPENINGS	CONTACT INFORMATION					
	COMPANY					
	HOURS					
	DESCRIPTION					
	WAGE					
	JOB TITLE					

- c. Look over the jobs you listed in your table. Which of these jobs interest you the most? Which of these jobs do you like the least? Which job are you best qualified for? *(You can take notes in the space below.)*

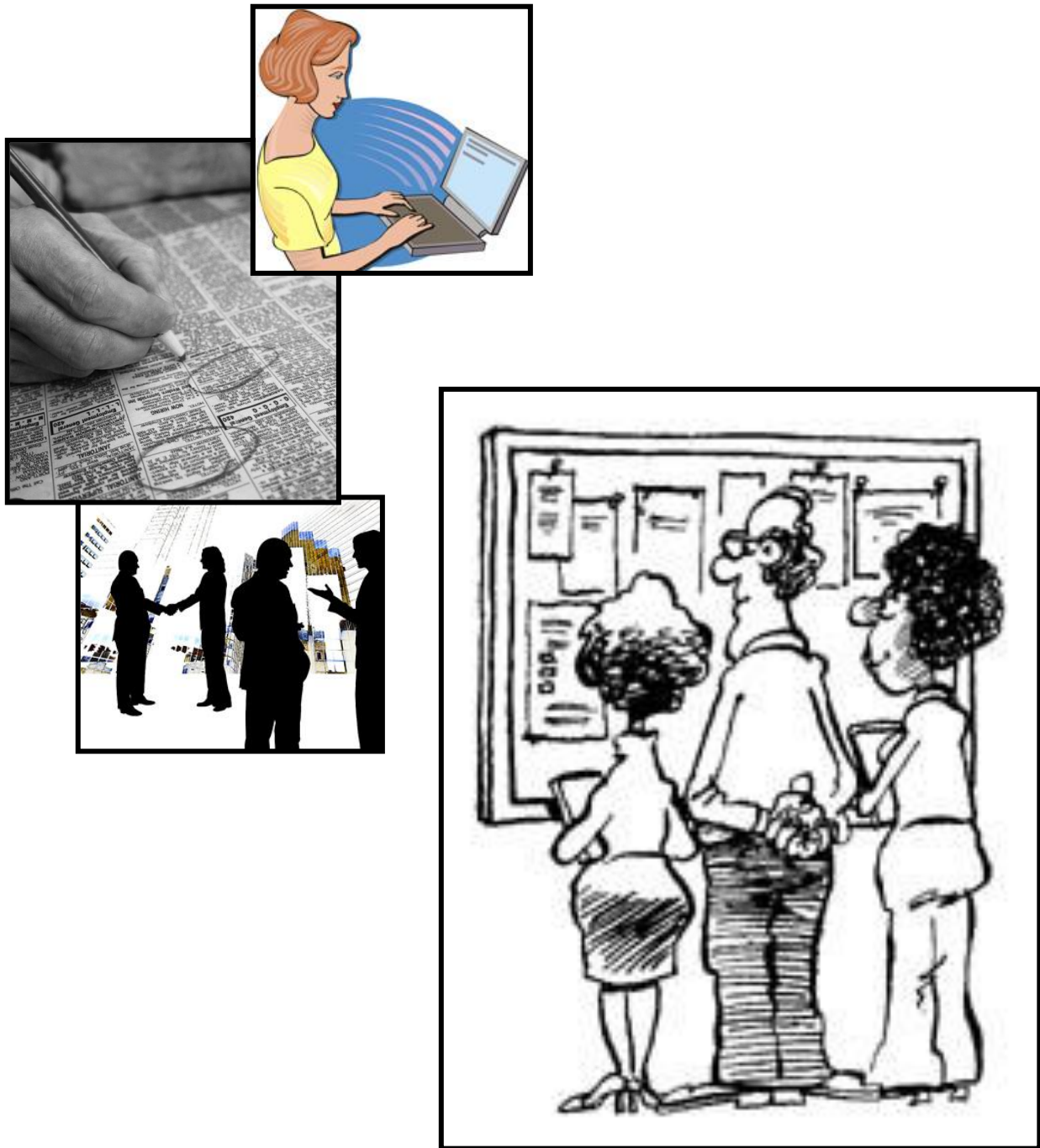


Writing It Down Look at your “Job Openings” worksheet. Write a paragraph describing one of the jobs. Use the notes you wrote above to help you. You should include:

- the title of the job
- the pay you expect to receive
- the experience you will need
- the responsibilities you will have

You can also include other details that are important to you.

The Rate of Exchange – Part III Community Project (1.5-2 hrs)



People can use different resources to find jobs. **Bulletin boards** are a good way to learn about jobs in your community.

People can use different resources to find jobs in their community. Many search the internet. Some people read newspaper ads. Other people ask their family and friends. **Bulletin boards** are another good way to learn about jobs in your community.

A **bulletin board** is a big board or piece of paper where people can put up news, announcements, and other important information. It is usually placed on a wall that everybody can see, like by the door of your class room. You can find **bulletin boards** in many public places, such as libraries, markets, hospitals, and government offices. The great thing about a **bulletin board** is that you can always change it to meet your needs.





Let's make a **bulletin board** to show "Job Openings" in our community!

- You will need art supplies like:
 - Poster board, flip chart paper or a dry erase board
 - Construction paper (optional)
 - Markers and highlighters
 - Post-its of different colors
 - Rulers
 - Pens and pencils
 - Tacks, tape and a stapler
 - Scissors



The format of the bulletin board (dry erase vs. paper) should be based upon the availability of resources.

- Set up your bulletin board just like the "Job Openings" worksheet. Use the rulers to help you.

Students should be encouraged to create a scale model of the worksheet, providing an opportunity to reinforce fractions, measurement, and multiplication.

JOB OPENINGS					
JOB TITLE	WAGE	DESCRIPTION	SEXUAL	COMPANY	CONTACT INFORMATION

- Work together to come up with a system for organizing your bulletin board. Here are some things you will want to discuss:

- Where will you put it?
- What colors will you use?
- What languages will you use? Will it be in English only?
- What abbreviations or symbols you will use?
- What information will you include?
- How many jobs should be listed at the same time?
- How often will the information be updated?
- Who will be responsible for keeping it neat?



Use this portion of the activity to explore social science concepts like voting and language policy.

- Each group should provide at least one job for the bulletin board. You can get this from the same resources you used for your "Job Openings" worksheet. This portion of the activity could be presented in the form of a competition (best job, strangest job, most jobs from 1 group, most jobs from 1 student, etc.)



- Use your creativity. The better it looks, the more people will want to use it.

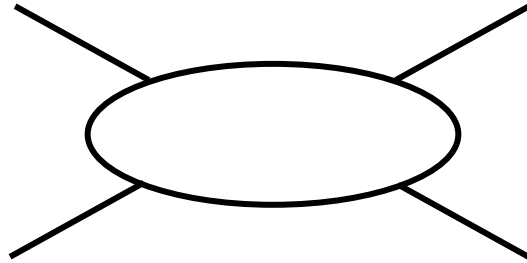
Here are some community bulletin boards.

Job Title	\$	Description	Hours	Company	Contact Info
CNA	\$8-10	Works on home, flexible location, bilingual & 4	Pt/ft	Supportive Care	(609) 977-1230 Supportive Care
Secretary	\$10-12	Must have personality and ability		Disabling State Bar Room	(717) 677-4522
Carrier	\$10-12	Deliver the Times newspaper in your area in NJ and PA	9-4	Trend Community Transport	(215) 854-0800
Hotel and Hospital workers	\$14-16 & 17-18	No verb house keeping, food service, and others	Var	Pal Employment Service	(610) 925-7070 107 St. Georges
Order Scaler (Coke)		Electronic pallet jacks stand up fork lift carts or NECESSARY Food service experience a Plus	Night shift 8:30pm-5am Sun-Thur	Quaker Valley Foods	2701 Red Lion Road



Here are 2 bulletin boards used to display job openings. The board on the bottom also uses symbols to organize the jobs on the board. For example, jobs that involve driving would be placed on the row next to the car and truck (bottom right). **If iconic symbols are used, it is suggested that they be black-and-white clip art that can be easily retrieved from the internet.**

Look over the jobs you listed on the bulletin board. Which of these jobs interests you the most? Why are you interested in this job? *(You can take notes in the space below.)*



Writing It Down Write a paragraph that describes the job that interests you the most. Use the notes you wrote above to help you. You should include:

- the title of the job
- the pay you expect to receive
- the experience you will need
- the responsibilities you will have

You can also include other details that are important to you.

Looking Back You have learned many new words and ideas. Let's take a few minutes to review them.

1. During this lesson you wrote 3 paragraphs. Reread each of the paragraphs. What has changed about your writing?
2. Find a classmate you feel comfortable talking with. Take turns describing your *current* job. You should include the same kinds of details you wrote in your paragraphs. (*Don't forget—taking care of your family is a job, too!*)
3. Find a classmate you feel comfortable talking with. Take turns describing your *ideal* job. You should include the same kinds of details you wrote in your paragraphs. Are there any new skills you will need for this job?
4. Make a list of the new words you learned during this lesson.
5. Name some other places in your community where you have seen (or could use) a bulletin board.
6. What do you want to learn about next?