Unit 2 Work & Career: understanding internet search terms

Objective: to provide further practice of understanding internet search terms, this time within the area of **Work & Career**.

The three-step strategy for developing this soft skill is:

Step 1: Determine what information you need to find. (Ex. A)

Step 2: Choose effective search terms. (Ex. B, Ex. C)

Step 3: Evaluate search results and refine your search if necessary. (Ex C., Ex. D)

You may decide to highlight this strategy at the beginning of the lesson, and to conduct a short discussion to check that the students understand the skill and why it is useful. However, if you prefer to teach this lesson without discussing the underlying soft skill, this is also possible. The lesson is designed to be engaging and successful either way.

For more information about teaching life skills and ideas for highlighting the soft skill, please refer to p. xi and pp. 18–19 of the Teacher's Book.

MATERIALS:

- board and markers
- poster tack

Lead-in

Put the students in pairs. Give them a few minutes to discuss and make notes about all the different ways that jobs are advertised. Elicit their ideas, e.g. *in a newspaper, on the internet, through a job agency, through word of mouth, a card in a window*. Find out how many students have looked for a job on the internet and how successful they were. Was it easy to find the kind of job they were looking for?

A

- Write the following situation on the board:
  You live in Boston and would like to get a part-time job. You are looking for a job in a restaurant but as a waiter, not as a chef. You are looking for a job in your local area – Cambridge or Somerville – because you don't drive.
- Give the students time to read the situation and then elicit the key information they need to find on the internet (a part-time job as a waiter in Cambridge or Somerville, Boston).

B

- Write the following internet search terms on the board:
  - *Boston jobs*
  - *What part-time waiter jobs are there in Boston?*
  - *part-time waiter jobs in Cambridge, Somerville, Boston*
  - *how to get a part-time job in Boston*
- Put the students in pairs and ask them to discuss how effective each search term is. Then elicit ideas as a class and agree on the best search terms.

Possible answers

Boston jobs: this will return a list of jobs in Boston but not necessarily in the right areas, and it would also include full-time jobs and jobs of all types.

What part-time waiter jobs are there in Boston?: this would produce results for jobs in the whole of Boston. Most search engines can handle this kind of very specific natural English, however it is not really necessary to include smaller words such as *are*, *there* and *in*.

part-time waiter jobs in Cambridge, Somerville, Boston: this is an effective search term and would produce results in the specific areas. It isn't necessary to include the word *in*. It may include waiter jobs that are not in restaurants, e.g. in cafés or hotels.

how to get a part-time job in Boston: again, most search engines can handle this kind of natural question; however this is likely to produce advice on how to get a part-time job rather than a list of specific jobs.

C

- Ask the students to recall the ways to refine a search from the Student's Book p. 28. Write the following search terms on the board:
  - *"part-time waiter jobs in Boston"*
  - *part-time job AND waiter AND Boston*
  - *part-time waiter job Cambridge OR Somerville*
  - *part-time restaurant job Boston -chef*
  - *part-time * job Boston*
- Put the students in pairs to discuss what each one means. Then have a class feedback session.

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Answers

"part-time waiter jobs in Boston": this looks for the exact term in direct quotes.

part-time job AND waiter AND Boston: this looks for all three search terms (+ can also be used).

part-time waiter job Cambridge OR Somerville: this returns a list of part-time waiter jobs with either Cambridge or Somerville in them.

part-time restaurant job Boston -chef: here, the minus symbol ensures that only pages without *chef* in them are returned. (Note that there is no space after the minus symbol.)

*part-time * job Boston*: this searches for phrases that have any word in the middle where the asterisk is, e.g. *part-time sales job Boston*, *part-time doctor job Boston*.

- Ask the students to stay in their pairs to write an effective search term for the situation on the board from Ex. A on a separate piece of paper.
- Invite each pair to post their search term on the wall, and encourage all the students to circulate and read all the search terms. Then have a class vote on the best one. Write it on the board and discuss why it is the most effective.

D

- Ask the students to work individually and to think about a type of job they might like to look for at some point in the future. While they are doing this, write the following plan on the board:
  Job:
  Where:
  Key phrases:
  Search terms to try:
  Search engine:
- Ask them to copy the plan into their notebook and complete it with their ideas. Circulate and help as needed. While the students are working, write the following ***How to say it*** box on the board:

HOW TO SAY IT

You could make your search more effective by -ing …
If you change this, your search would be better.
Why not try -ing …
Have you thought about -ing …

- Put the students in small groups to share their completed plan. Encourage the other students in the group to comment and suggest ways to improve their search terms. Before they start, read the phrases in the ***How to say it*** box aloud and encourage them to use these to make suggestions.
- Give the students time to amend and improve their plan if necessary.

Reflect

- Write the following question on the board:
  In what other ways can searching the internet be useful when applying for jobs?
- Elicit and discuss ideas as a class, e.g. *it can be useful for finding out about the company you're applying to; for finding out practical information such as how to get to the interview; for finding out about competitor firms; for researching things that might be asked at interview*, etc.

EXTRA: HOMEWORK

Ask the students to carry out their search from Ex. D. Ask them to search first using their preferred search engine and print out the results, then to search using another search engine and to print out those results. Ask them to compare the results with a partner at the next class.

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