



CTAE Module: **Introduction to Business & Technology**

Language: **German**

Lesson # **3** of Week # **1**

This lesson is designed for a 50-minute class period. Teachers whose schedules are different should make adaptations for their particular scheduling configuration.

Stage 1: *What will students know and be able to do at the end of this lesson?*

At the end of this lesson, the student will be able to say “I can . . .”

- ask questions and provide information about an employment advertisement

What vocabulary do students need to learn for this lesson?

These are the vocabulary topics. Please see word banks and vocabulary resources which accompany the lessons for specific words.

- Career characteristics
- Job announcement vocabulary
- Abbreviations in German (work associated)

*The vocabulary word banks may contain some words that are new or other words that are already familiar to students.

What language structures need to be refreshed for students in this lesson?

- Interrogatives (Who, What, When, Where, Why, How)



Stage 2: *What will be the evidence that students attained the lesson's learning targets?*

At the end of the lesson, how will you know that students can do the learning targets for the lesson?

- Students will be able to answer questions to reflect understanding of a job announcement (Job Announcement Activity).
- Students will define the concept of a "gap year" in Germany (Job Announcement Activity).



Activity	How many minutes?	Resources
<p>Activity 1: Job Announcement—Job Inserat</p> <p>To activate the lesson, teachers should show some examples of online job announcements. Teachers should lead students in locating basic information found in each announcement (job title, location, duties, requirements, salary, hours, etc.).</p> <p>Once students have become familiar with locating basic information, the teacher distributes a printed job announcement with an accompanying activity sheet to students. Students work in pairs to understand the job announcement, answer comprehension questions regarding the content, and locate synonyms within the text.</p> <p>At the end of the activity, the teacher leads the class in reviewing the correct answers.</p> <p> Internet career websites</p>	<p>25 minutes</p>	<p>http://www.monster.de http://www.stepstone.de/ http://www.indeed.de/</p> <p>Ein Job Inserat Reading Activity Sheet</p>
<p>Activity 2: Follow-Up Email Response</p> <p>Students should write an email in response to the job announcement from the previous activity. In their email, students should ask at least 3 additional questions about the internship position. Students may send their teacher an actual email or simply write their email on a piece of paper.</p> <p>Students should submit their writing (paper or electronic) to the teacher. The teacher should provide feedback to students regarding content, format, and accuracy.</p>	<p>10 minutes</p>	



Activity	How many minutes?	Resources
<p>Ticket-Out-the-Door: Employment Abbreviations</p> <p>Students should individually complete the matching activity involving abbreviations commonly associated with employment.</p> <p>Students should turn in their activity sheets as they are dismissed. Teachers should review the activity, provide appropriate feedback, and then return the activity to students for future reference.</p> <p> Students can use their personal technology devices to aid in defining the abbreviations.</p>	5 minutes	<i>Employment Abbreviations Activity Sheet</i>
<p>Lesson Wrap-Up:</p> <p>The teacher brings student attention back to the lesson's "can do" statements and asks students to evaluate the degree to which they have achieved them. The teacher may even have students turn to a partner and prove their newfound abilities. This wrap up ensures that students realize, through their own reflection, that they are able to do new things as a result of this lesson.</p>	1 minute	