

Building Language Skills with The Seattle Times

May 12, 2016

Articles

- **“Women who weld”** Sunday, May 1, 2016 in the e-Edition of The Seattle Times, NW Jobs, page H8
- **“Welcome to Map Your Career: Career Paths in Manufacturing”** Sunday, May 1, 2016 in the e-Edition of The Seattle Times, Main, page A19

Pre-Reading:

Read the title of the article, “Women who weld”. What do you find interesting about this title? What do you find surprising? What do you think this article will be about?

Vocabulary:

As you read, look for the following vocabulary words that appear in today’s article. Write down what you think the words mean based on the “context,” or how the words are used in the sentence in which they appear. Next, look up the definitions in a dictionary and see how close your guess was for each word.

ascend

disparity

dominated

equivalency

executive

fabrication

perception

springboard

stereotypical

trade

vigor

weld

Comprehension:

1. How long is the Detroit welding class?
2. What percentage of workers in the welding trade are men?
3. What does Samantha Farr believe is the goal of the program?
4. “As women _____, there is potential to bring other women with them. They pull other women up.” **(Fill in the blank)**
5. Why has welding stereotypically been seen as a “man’s jobs”?
6. Why does Wehl believe that women are better welders?
7. What kind of welding interests Brittany Shepherd:
 - a. Astrophysical welding
 - b. Underwater welding
 - c. Independent welding
 - d. Archaeological welding

Post-Reading:

Read the following passage from the article and discuss the following questions in a group:

“The struggle to add more women to the workforce in certain male-dominated fields has taken on new vigor as a recovering economy demands more skilled workers, and as more women fill top executive positions in business and government.”

Do you think that it is important to involve women in male-dominated fields? Why/why not? What other fields do you think are currently male-dominated? Why do you think these fields are male-dominated? How can people of all genders work to bridge the gender employment gap? Are there any other groups beside women that you think face inequality in certain areas of the workforce?

Building Language Skills: “Welcome to Map Your Career: Career Paths in Manufacturing”

Read and look at the **“Welcome to Map Your Career: Career Paths in Manufacturing”** infographic. What do you notice? Where is welding located on the map? What other kinds of jobs are considered manufacturing jobs? Why are manufacturing jobs important? What kind of education do you need to get a manufacturing job? How does the article that you read change your perspective on who typically does these sorts of jobs? Pick a manufacturing job, other than welding, from the graphic and research it online. Write about what an average day in this job might be like.

Comprehension Question Answers:

1. How long is the Detroit welding class? **The welding class is 12 days long.**
2. What percentage of workers in the welding trade are men? **More than 95 percent of workers in the trade are men.**
3. What does Samantha Farr believe is the goal of the program? **The goal is to help women find jobs that are welding related.**
4. “As women ascend there is potential to bring other women with them. They pull other women up.” **(Fill in the blank)**
5. Why has welding stereotypically been seen as a “man’s jobs”? **Because it has long been considered a dirty job, with smoke-filled air and sparks flying.**
6. Why does Weihl believe that women are better welders? **Women tend to pay more attention to detail and are patient.**
7. What kind of welding interests Brittany Shepherd: **B; Underwater welding**