

## Lesson Plan

### Module 2: Session 11

<b>Module 2</b> Library Services and Workforce	<b>Unit 6 – Session 11</b> Jobs and Employment
<b>Standards Alignment</b>	
<p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li><u>CCSS.ELA-LITERACY.SL.5.1</u>: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> <li><u>CCSS.ELA-LITERACY.SL.5.1.A</u>: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li><u>CCSS.ELA-LITERACY.RF.4.4.A</u>: Read grade-level text with purpose and understanding.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li><u>CCSS.ELA-LITERACY.W.4.1.C</u>: Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li><u>CCSS.ELA-LITERACY.L.5.1.B</u>: Form and use the perfect verb tenses.</li> </ul>	
<b>Goals and Objectives (SWBAT)</b>	
<ul style="list-style-type: none"> <li>Discuss preferences related to work</li> <li>Respond to questions with “have you ever”</li> <li>Use qualifications, experience, and skills to talk about employment</li> </ul>	
<b>Technology Needs and Presentation/Handouts</b>	
<p>Technology Needs</p> <ul style="list-style-type: none"> <li>Projector, laptop, and speakers.</li> <li>Tablets (if available)</li> <li>Internet connection</li> <li>Access to Ventures arcade (see link under resources)</li> </ul>	<p>Presentation Needs &amp; Handouts</p> <ul style="list-style-type: none"> <li>Chart paper</li> <li>7 flipchart markers</li> <li>Tape</li> </ul> <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> <li><i>AddVentures 3: Job interviews</i></li> </ul>
<b>Vocabulary Focus</b>	
get along with, shift, reliable, personnel, a good fit	
<b>Grammar Focus</b>	
<ul style="list-style-type: none"> <li>Present perfect, comparisons using conjunctions</li> </ul>	
<b>Introduction/Warm-Up/Review (30 min)</b>	
<p><b>Warm-Up</b></p> <ul style="list-style-type: none"> <li>Review agenda for the day, check homework.</li> <li>Discussion <i>Taxi driver</i>: use the homework questions as a starting point for whole class or small group</li> </ul>	

questions.

- **Introduce new vocabulary:** provide simple definitions and examples with each word. Ask yes/no and why questions with some of the vocabulary words. How often do you read fiction?

## Lesson Plan Activities

### Activity 1: Listening job interview (45 min)

1. Ask learners to look at the pictures in *Ventures 3*, p. 96 with a partner and try to guess story (also available in Ventures' Teachers Resource room).
  - 1) Before playing the audio, ask Ss to: listen to the story and tell a) What are they talking **about**? b) Where are they?
3. Where are they?
4. Prior to the second listening, ask them to listen again, and fill in the missing phrase (use books) or prepare a cloze activity (fill in the blanks).
5. Read and fill in about Tony's job
6. Discuss in small groups:
  - 1) What skills and strengths are needed for this job?
  - 2) Do you think Tony is qualified for the job? Why or Why not?
  - 3) What training will Tony need? Why?
  - 4) Should Mr. Leong hire Tony? Why or why not?

Play the question and answer of Tony answering the clip in *Ventures 3* (only his answer to the question: Tell me about your background.) Is this an appropriate question and answer? Cite reasons based on what you know about job interviews. (Not appropriate: Interviewer should not ask where are you from, interviewee should not answer life history in background question.)

7. Read the information about a **shipping clerk**. Would you like to do this job? Why or why not? Cite specific reasons from the text to support your decision why you would like to do this job or why you would not like to do this job. Discuss in small groups and report out.

**Shipping receiving.** Verify and maintain records on incoming and outgoing shipments. Prepare items for shipment. Duties include assembling, addressing, stamping, and shipping merchandise or material; receiving, unpacking, verifying and recording incoming merchandise or material arranging for the transportation of products. Average NYC \$13.65 per hour.

### Wrap Up/Assessment

- Ask the learners what was important information in this activity for them. Ask them to tell why.

### Activity 2 : Focus on Interview Questions (45 min)

1. Re-post the seven interview questions from the previous class.
2. Focus on the question "Tell me about yourself" Elicit and discuss with the class what are some appropriate things to talk about?
3. Play some examples of people answering this question (include clips that use the present perfect).
4. Draw attention to the use of the present perfect tense introduce or review the use of this tense. Use a timeline of work experience (see worksheet).
5. Focus on P the question: What are your strengths? As a class, brainstorm a list of strengths. Point out that some are job –specific (I'm an excellent mechanic and others are transferable skills (e.g. I'm organized, I'm good with people).
6. Post the 7 interview questions. Ask for someone to interview you. The rest of the class takes notes on The teacher's answers and checks the answers with a partner
7. Ventures *Addventures 3* worksheet: put the conversation in order (with partners), Check, and then practice the conversation

### Wrap Up/Assessment

- To assess, monitor the learners as they do the practice conversation. To wrap up, ask a few volunteers to do the dialogue for the class.

### Activity 3: Interview Question Practice (45 min)

1. Check that students have thought about the interview questions. As a practice, call out a few of the questions used and ask for a volunteer to answer.
2. Elicit from the class some repair strategies (repeat the question, back to stall for time, or to clarify) e.g. "I think you said...." "Could you say that again?"
3. Ask them to listen to a clip from Ventures 3 of Tony – or find another clip of repair strategies (play only a short portion). Ask: what doesn't he understand? What does he say? (Show the text.)
4. Discuss other strategies for successful interviews, e.g. be confident.
5. Ask them to list the ways one could demonstrate confidence.
6. Practice showing confidence with greetings and closings.

### Wrap Up/Assessment

- Use the card swap technique or (3 x and change), or concentric circle activity to practice the questions. If using concentric circles, have the lower level (and those who missed the last class) be the inner circle first. Give the inner circle interview questions; outer circle is interviewee. If doing card swapping, Ss take turns with questions.

### Overall Wrap Up: Vocab/ Review and Assessment (10 min)

1. Ask: Did you learn anything new today that would help you find a job? What did you like best today?
2. Assign homework.

### Homework/Project (Extension Activity)

- **Listening:** Listen to the job interview <http://www.youtube.com/watch?v=Q5oC06Kz1X8>  
This is two ESL students practicing for a job interview. Answer these questions:
  1. What are Mr. Liu's people skills?
  2. Why should the company hire him?
  3. Which shifts does he prefer?
  4. Does he want a part time or full time job?
  5. What new vocabulary did you learn?
  6. Write 3 tips that you think are **most** important? Why?
- **Listening/Speaking/Writing:** In preparation for in class interviewing, have learners record one question and send it to a classmate. Classmate will respond. Write your classmate's answer. Bring it to class. Those who have cell phones can use their cell phones. Those without one, can use vocaroo, or simply call a classmate via phone

### Online Resources

- <http://vocaroo.com>
- <http://esol.britishcouncil.org/content/teachers/lessons-and-activities/lesson-plans/presenting-personal-history>

See additional resources listed in Unit 5 session 9.