

## Lesson Plan Module 2: Session 10

<b>Module 2</b> Library Services and Workforce	<b>Unit 5 – Session 10</b> Jobs and Employment
<b>Standards Alignment</b>	
<p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-LITERACY.SL.3.1.B</a>: Follow agreed-upon rules for discussions.</li> <li>• <a href="#">CCSS.ELA-LITERACY.SL.5.1.C</a>: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>• <a href="#">CCSS.ELA-LITERACY.SL.4.1</a>: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-LITERACY.RI.5.2</a>: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-LITERACY.W.4.8</a>: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-LITERACY.L.4.1</a>: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• <a href="#">CCSS.ELA-LITERACY.L.4.4</a>: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</li> <li>• <a href="#">CCSS.ELA-LITERACY.L.5.1.C</a>: Use verb tense to convey various times, sequences, states, and conditions.</li> </ul>	
<b>Goals and Objectives (SWBAT)</b>	
<ul style="list-style-type: none"> <li>• Recognize common interview questions</li> <li>• Describe their skills and strengths</li> <li>• Respond to questions about benefits, accomplishments and strengths</li> </ul>	
<b>Technology Needs and Presentation/Handouts</b>	
<b>Technology Needs</b> <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>	<b>Presentation Needs &amp; Handouts</b> <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• 7 flipchart markers</li> <li>• Tape <i>Ventures 2</i></li> </ul> <p>Ventures photo, p 96 (available online or in <i>Ventures 2</i>)</p> <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> <li>• Homework: <i>Taxi Driver</i></li> <li>• Homework from last session (King of the Sky)</li> <li>• Work definition cards</li> <li>• What do you know about job interviews?</li> <li>• Yes/no/maybe cards</li> </ul>

## Vocabulary Focus

hire, benefits, reference strengths make something up people skills, current , accomplishment, night shift

## Grammar Focus

- Advice with the modal verb “should”
- Present perfect

## Introduction/Warm-Up/Review (25 min)

### Warm-Up

- Review Agenda for the day, check homework
- Discussion of King of the Sky: use the homework questions as a starting point for whole class or small group questions
- Poll the students using Poll Everywhere, if possible:
  - Do you have a resume?
  - Do you want to write a resume?
  - Have you ever had a job interview?
  - Would you rather work the day shift or the night shift?
- Summarize the results

## Lesson Plan Activities

### Activity 1: Focus on Vocabulary (35 min)

1. Introduce the vocabulary. Give simple definitions, examples and elicit examples and discussion questions.
2. Introduce **strengths**: things you are good at, some are job-specific, some are general.  
Give examples (e.g.: patient, hard-working, good at math) and elicit a few more.
3. Introduce **people skills** People skills are a strength. It means you can work well with other people.  
Give examples (e.g. we are looking for a new employee with great people skills.)
  - a. Ask learners to work in small groups to think of 3 jobs where people skills are important and 1 job where people skills are not important. Share
4. Define **accomplishment** (Something (good) that you have done and are proud of.)
  - a. Give examples
    - My greatest accomplishment in my last job was introducing a new computer system.
    - One of my accomplishments was losing weight.
    - One of my accomplishments was finishing college.
    - One of my accomplishments was learning to drive a car.

Ask learners to talk together about some of their accomplishments this year.
5. Define and give examples of **benefits**  
Ask which would you prefer:  
Salary: \$30,000 per year. No benefits  
Salary: \$25,000 per year plus benefits:
  - 12 vacation days every year
  - free health insurance
  - 5 sick days.
6. Define **make something up** (Tell a story)  
Give examples
  - Look at this picture. Please make something up about what the woman is thinking.
  - My friend wanted me to go to the movies. I didn't want to go, so I made something up. I said my mother was coming to visit me, so I couldn't go.

### Wrap Up/Assessment

- Make statements with each of the vocabulary words. Ask students to hold up yes/no/maybe cards to tell you if you have used the word correctly.

### Activity 2: Jobs and Job skills (45 min) *Using Ventures Arcade, level 2 page 97 – available on line*

1. Pre-listening: Has anyone ever worked in a hospital? What did you do? Look at the picture on *Ventures2* p.

- 96 to elicit job titles (note: also available online in teachers' resource room).
2. Ask: What jobs are in a hospital: doctor, nurse, nursing assistant, X-ray technician, aide, pharmacist orderly, administrative. Write the skills that you think are needed for these jobs.
  3. Choose 3 jobs from above – what skills are required for each? What are the advantages and disadvantages of each? Model first, then groups make charts.
  4. **Before playing the clip, write these questions on the board:** Where does Marco work?? What is his job now? What does he want to do? Why? Check answers.
  5. Second Listening: use the questions in the book or prepare a cloze or correct the mistake suitable to the level of the class. Check answers.

### Wrap Up/Assessment

- Ask: What skills will Marco need to be a nurse? What strengths? (Think/pair/share)

### **Activity 3: What do you know about Job interviews? (55 min)**

1. Use the work definition cards, or split sentences to find partners.
2. Post or handout the true false questions on job interviewing (see handout)
  - a. Ask Ss to work in partners to decide which are true and to correct those that are not.
  - b. Check as a class.
3. In small groups, come up with a list of interview questions. Post questions on chart paper. Time permitting, do a gallery walk with the questions.
4. Project with PowerPoint or write on board: the following interview questions.
  - *Tell me about yourself.*
  - *How long have you been in your current position?*
  - *What interests you about this job?*
  - *Why should we hire you for this job?*
  - *What are your greatest strengths?*
  - *Why are you looking for a new position?*
  - *What questions do you have?*
5. Review the questions, noting which the groups had come up with.

### Wrap Up/Assessment

- Think/pair/ share: which question seems the most difficult to you? Why?

### **Activity 4: Watching a job interview (15 min)**

1. Show a job interview video such as the "Culture Clip" from *Crossroads Café* (episode 1) or *Do's and Don'ts for interviewing* <http://www.youtube.com/watch?v=S1ucmfPOBV8&feature=related>
2. Discuss good interview technique (dress, speech, behavior) with Ss

### Wrap Up/Assessment

- Ask the learners to say which techniques were new to them.

### **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)**

- **Vocab:** Practice words  
Review the interview questions. Think about how you might answer them
- **Reading/Writing:** Taxi Driver or provide other reading related to employment
- **Listening:** [Youtube preparing for the interview](https://www.youtube.com/watch?v=VN23kauWbBg) <https://www.youtube.com/watch?v=VN23kauWbBg>  
This is tips for preparing for a job. Answer the questions:
  1. How does Sanjana feel about calling about a job interview?
  2. What is her strategy to prepare?
  3. What questions does she ask on the phone?
  4. What day is her interview?

5. What is Marco's problem?
6. How does he solve it?
7. What new vocabulary did you learn?
8. What advice would you suggest to prepare for a job interview?

### Online Resources

- <https://www.polleverywhere.com/>
- <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>
- <http://esol.britishcouncil.org/content/teachers/lessons-and-activities/lesson-plans/job-interview>
- <http://vocaroo.com>
- <http://esol.britishcouncil.org/content/teachers/lessons-and-activities/lesson-plans/presenting>
- [personal-history](#)