

Lesson Plan - "Get a Job"

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Topic : Jobs Duration: 4 Days

Level: High Beginner / Low Intermediate

Notes: This follows lesson on identifying jobs /related skills, listing personal hard/soft skills and making a resume. This group of lessons focus on searching, applying and interviewing for a job.

Day 1

Objectives – SWBAT:

- Identify and discuss various methods of looking for jobs
- Understand and use want ads, job qualifications and benefits vocabulary
- Compare jobs

Grammar Points:

- All simple verb tenses but focus on past tense
- able to express opinions and disagreements

ELPS:

- 1 - construct meaning from oral presentations, literary & informational text (identify/ discuss main idea, key details and summarize)
- 2 - participate in oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
- 8 - determine meaning of words/phrases in oral presentations, literary & informational text.
- 10 - demonstrate command of the conventions of standard English to communicate in speech and writing

Codes used in Lesson Plan:

Critical Thinking Prompts (CTP):

1. Higher-level thinking questions
2. Graphic organizers
3. Pose problems
4. Categorizing, ranking or rating
5. Strategic thinking in tasks
6. Other :

Academic Discourse Prompts (ADP):

1. Language prompts for team / pair discussions
2. Sentence frames /starters for oral & written report
3. Paragraph frames for summarizing
4. Checklists and rubrics
5. Other:

Materials:

- Books: OPD,
- Handouts: Andy's Job Search Letter, Boggles's Benefits and Qualifications , Want Ad Abbreviations, Classified Ads, Different Jobs

Warmup / Review:

- Normal Monday Post Week-end review (focus on past tense verbs – Mother's Day activities)
- On board: My nephew (maybe Mercedes / Misael) needs a new job.... How can he find one? How did you find your current job / past jobs? Use this to start a discussion of job search methods

Presentation:

1. **Job Search Methods:** (*Reading Activity*) Use Andy's Job Search Letter. Let Ss read silently for 3 minutes, then discuss unknown words or clarify word pronunciation. Daisy chain reading passage aloud, one student reads one line aloud, others repeat. Correct flow or pronunciation as need.

- CTP 1 - Ask Ss questions – Check for correct tense usage based on question.
 - What is Andy's letter mainly talking about?
 - Who is Andy writing to? Who is Andy visiting?
 - What does Andy want?
 - Did Andy relax during the first week? / Did he find a job?
- Next in groups of 2 or 3s, let Ss do *Guided Writing activity* answering how Andy looked for a job. Review as a class. (5 ways – see if Ss added 6 / 7 (post resume online, post looking for job on boards, online - next door... volunteer, job fair,). Circulate and evaluate Ss answers on handouts.
- Do Past tense verb activity – have students underline verbs in story, identify “-ed” sound endings
- Use OPD p173 for additional quick visual review of job search methods - for each ask Ss if they have used.
- Optional (show Job Blog- links to job search engines sites/ career centers)

2. **Job Descriptions Vocabulary:** Discuss with Ss that job descriptions usually tell both about job qualifications (what needed for job, what's required.) and job benefits ((what you receive).

CTP 4 (*Speaking Activity*) Use Boggles's Benefits and Qualifications handout. to review common vocabulary. Break class into 4 groups - 3-4 minutes on classifying activity . Review with class and check they understand the terms. Ask the students if they want to add any more benefits or qualifications to the list. (pension, 401K, life insurance, paternity leave, daycare, disability) (ADP 1) Now have groups decide top 4 benefits and be ready to say why. Put on board following language prompts to assist.

- * I think _____ is important because _____.
- * In my opinion _____ is more important / better than _____ because _____.
- * I think so too. I agree. // I agree with _____.
- * I don't think so. I disagree I disagree with _____.

Give groups about 5 minutes to discuss. Circulate and assess how Ss are using prompts and vocabulary. Have groups put up their list on board. Let each group present their rankings and reasons. Evaluate speaking during presentation. (Maybe try for a class consensus on rankings after last group finishes)

Repeat with qualifications. (Evaluate if second round improves Ss communications)

Optional – can use Benefits Sentence Strips for an additional activity

----- Break -----

Discuss with Ss transition of classifieds ads for jobs to internet in recent years . Note that price of newspaper ads constrained job descriptions ads so many abbreviations used for common job description terms. Use Want Ad Abbreviations handout to review more job description vocabulary and related abbr. (Highlight F/T, P/T, add shifts day (~8am to 4pm, evening (4pm - 12am), night(12 am to 8am)

- Break into 2 people teams to do Classified Ads activities (*Guided Interpretation and Grammar review*). Review with class . Expand to Communicative activity – Which job is the best? / Worst and why. Which needs least skills? Most skills
- (CTP 4) (*Speaking*) Show Different Jobs handout on Projector / give limited copies to groups – Have teams compare jobs and be ready to answer these questions. Rank job by salary, rank by desirable hours (# and shift) rank by benefits , rank by most skills required. Finally chose best and worst jobs and be ready to explain why.

Evaluate using group presentations.

Optional Activity only if time available – Use Responding to Help Wanted Sign dialog as simple speaking exercise. Have students adapt to calling about a classified ad in paper / bulletin board / or a job a friend told them about