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Beginning Level (CASAS reading scores of 181-200)

Looking for Work: Week 2 of 2

Unit Overview

In this 2-week unit learners will practice vocabulary to describe different jobs, and begin developing skills for three parts of the job search process: reading job ads, filling out applications, and job interviews. Although learners at this level usually cannot complete these tasks with proficiency, they can begin to develop basic skills that will be noticed by employers and help them in other areas of their life.

Focus of Week 1

- **Job titles and job duties**
- Expressing **work preferences and skills**
- Reading **job ads**
- Talking about **work hours and availability**

Focus of Week 2

- **Job titles and job duties**
- Complete a **basic job application**
- Answer **basic interview questions**

“Looking for Work” Unit: Week 2, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: identify common entry-level jobs</p> <p>Literacy: read and write personal information, including name, phone, address, telephone</p> <p>Listening/speaking: Identify one task for each entry level job</p> <p>Listening/speaking: Ask and respond to questions about personal information (ex. What is your name? What is your address)</p> <p>Transitions & Effective Communication: recognizes and uses culturally appropriate workplace “soft skills,” such as eye contact and shaking hands.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>Survival English Book 1</i>, p. 227 • Handout: Personal Information • Handout: Job Title Flashcards –week 2 • Handout: Saying Hello <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 85, 45, 69 <p>Other Resources</p> <ul style="list-style-type: none"> • Tape and scissors for learners

Lesson Plan

Warm up and Review of Previous Lessons

Description: learners write or draw jobs related to a specific category (ie. Works outside, requires college)

Materials/Prep: (none)

Activity 1: Listening/speaking, Literacy

Description: learners complete a “mingle grid” activity with personal information questions

Materials/Prep: copies of **Personal Information**, *ESL Volunteer Tutor Manual, 2012*, **Mingle Grid**, p. 85.

Activity 2: Literacy

Description: learners complete a very simple job application

Materials/Prep: copies of **Survival English Book 1**, p. 227

Activity 3: Listening/speaking, Life Skill

Description: introduce job title vocabulary and practice with vocabulary flashcards

Materials/Prep: copies of **Job Title Flashcards –week 2**

Activity 4: Listening/speaking, Transitions & Critical Thinking

Description: learners discuss non-verbal ways to make a good impression and practice introductions

Materials/Prep: copies of **Saying Hello**, *ESL Volunteer Tutor Manual, 2012*, **Dialogue**, p. 69.

Activity 5: Checking for Understanding

Description: Use the flashcard questions to perform an “exit ticket” check as learners leave the classroom.

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Exit Ticket**, p. 45

Teacher Directions: Warm-Up and Review: Life Skill

Divide learners into groups of 2-3. Give each group some blank paper. Assign each group one of the categories below. Ask them to draw or write as many jobs as they can in 5 minutes. The jobs need to fit the category. (NOTE: depending on the level of your class, you may need to practice this as a large group before dividing into small groups.)

Categories:

- Jobs that are outside
- Jobs that are inside
- Jobs that help other people
- Jobs where people sit all day
- Jobs that need college education
- Jobs that don't need college education

Teacher Directions: Activity 1: Listening & Speaking, Literacy

-Materials: **Personal Information**

Step 1: Context

Tell learners: *This week you will learn about job applications. What is a job application? What information do you write on a job application? (ex. name, address, jobs before, etc.) Today we're going to practice writing your name, address, and telephone number on job applications.*

Step 2: Model and Practice

See instructions in the ESL Volunteer Tutor Manual, 2012, **Mingle Grid**, p. 85.

Personal Information					
What is your first name?	What is your last name?	What is your address?	What city do you live in?	What is your zip code?	What is your telephone number?

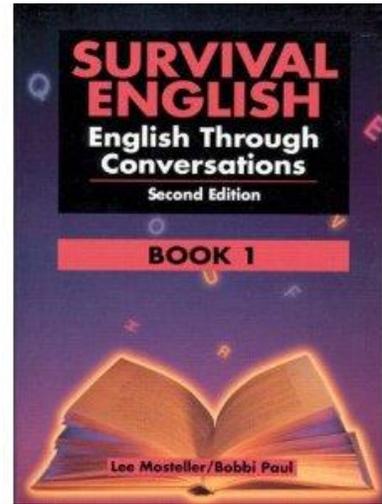
Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 7 Beginning "Looking for Work" Unit

Teacher Directions: Activity 2: Literacy

-Materials: *Survival English Book 1, p. 227*

Step 1: Model

Use a projector to model filling out the form and to discuss the vocabulary on the bottom half of the sheet. NOTE: **learners should not write their actual SSN on this form.** Remind learners that their SSN (if they have one), is a very important number. They should not write it where many people can see it. Instead, talk about how many digits are in a SSN and practice writing the correct form by using zeros - 000-00-0000



Step 2: Independent Practice

Learners complete the form independently.

Walk around the room to see who is struggling. Ask if they live in a house or an apartment (many learners don't know that they need to include their apt. number every time they write their address).

NOTE: if a learner does not know his/her address. Check with the Learning Center Coordinator, who may have it on file.

If learners need additional practice writing their personal information or printing small enough to fit on a form, use the form with graduated sizes for additional in-class practice or homework.

First Name	Last Name	
Address:		
City:	State:	Zip:

First Name	Last Name	
Address:		
City:	State:	Zip:

First Name	Last Name	
Address:		
City:	State:	Zip:

First Name	Last Name	
Address:		
City:	State:	Zip:

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 12 Beginning "Looking for Work" Unit

Teacher Directions: Activity 3: Literacy, Listening & Speaking

-Materials: Job Title Flashcards –week 2

Prep: Decide how you will demonstrate vocabulary meaning

Bring in pictures, use a laptop and projector to do image searches in the classroom, draw or act out each job.

Step 1: Vocabulary Introduction

Before you distribute the handout...

Demonstrate each job title with one of the methods above.

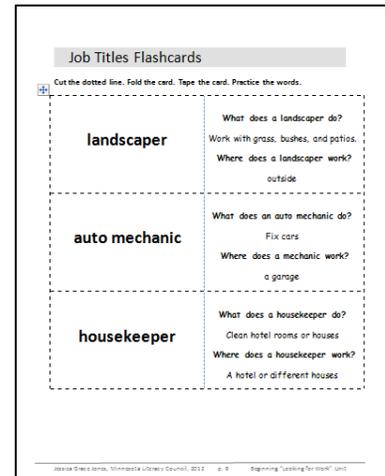
Say the job title and ask learners to repeat several times.

Ask: *What does a _____ do? Where does a _____ work?* (Try to elicit words that learners already know but don't introduce new vocabulary yet).

Write the job title on the board, read it together several times (tell learners not to write yet, you will give them the words on paper later)

Distribute **Job Title Flashcards –week 2**

Read the job titles, questions and answers. Learners repeat.



Step 2: Learners create flashcards

Read the directions together.

Model the directions.

Repeat the directions as the whole class acts them out.

Hand out scissors and tape and allow work time for learners to create and practice with their flashcards.

Step 3: Partner practice

With another volunteer or learner model the following:

One person in each pair is the "teacher", one is the "student"

The teacher holds the flashcard with the job title facing the student.

The teacher reads the questions on the back of the card: **What does a _____ do? Where does a _____ work?**

The learner answers in his/her own words, if he can. If not, they study the back of the card together.

After several minutes, they switch roles.

(ask learners to bring their flashcards back to class every day!) –give any extra copies of the handout to the coordinator for use later in the week.

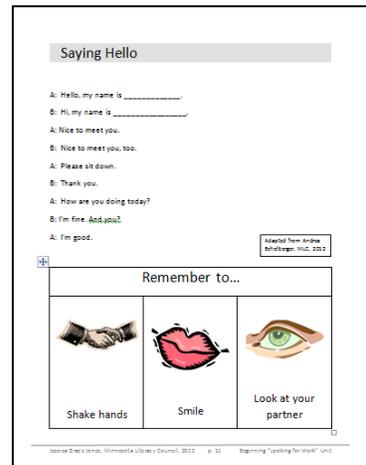
Teacher Directions: Activity 4: Listening & Speaking, Transitions & Critical Thinking

-Materials: **Saying Hello**

Step 1: Context

With a volunteer or a student, role-play good (American) non-verbal communication in a job interview (smiling, eye contact, firm handshake, speaking audibly and clearly). Then role-play the opposite. Ask learners: *What was different? What is good in your country? Do you shake hands? Do you look people in the eyes?*

Tell students: *These things are important in the United States. A strong handshake, for example, means YOU are strong!*



CULTURAL NOTE: There may be students in your class whose cultural beliefs do not encourage them to touch others (especially people of the opposite gender). If this is the case, acknowledge this openly and let them know that they will need to explain this politely to other Americans. Simply not shaking hands, or covering your hand with part of your clothing before shaking hands could seem rude in the U.S.

Here is a possible script for students in this situation: *(smiling and confident) Hello!...oh, men and women don't shake hands in my culture...but I'm very happy to meet you.*

Usually, a friendly tone and other strong non-verbals go a long way toward replacing the American handshake.

Step 2: Practice Non-Verbals

Using just the work "hello," practice strong non-verbal communication with each person in the class. Then have them practice with each other.

Step 3: Dialogue Practice

Use the instructions for introducing and practicing a dialogue in the *ESL Volunteer Tutor Manual, 2012, Dialogue, p. 69*. Practice the dialog called **Saying Hello**.

Step 4: Peer Evaluation

Have pairs of students come to the front of the room and act out the dialogue (remembering their non-verbals)

Ask other students for feedback on their volume of speech, eye contact, and other non-verbals.

Personal Information

What is your <u>first name</u>?	What is your <u>last name</u>?	What is your <u>address</u>?	What <u>city</u> do you live in?	What is your <u>zip code</u>?	What is your <u>telephone number</u>?

Job Titles Flashcards -week 2

Cut the dotted line. Fold the card. Tape the card. Practice the words.

landscaper

What does a landscaper do?

Work with grass, bushes, and patios.

Where does a landscaper work?

outside

auto mechanic

What does an auto mechanic do?

Fix cars

Where does a mechanic work?

a garage

housekeeper

What does a housekeeper do?

Clean hotel rooms or houses

Where does a housekeeper work?

A hotel or different houses

food processor

What does a food processor do?

cut and package food

Where does a food processor work?

in a food processing plant

cafeteria worker

What does a cafeteria worker do?

Make and give food in a cafeteria

Where does a cafeteria worker work?

school, hospital, or office building

packager

What does a packager do?

Put things in boxes

Where does a packager work?

in a factory

farmer

What does a farmer do?

Grow vegetables and other food

Where does a farmer work?

A farm

Office worker

What does an office worker do?

Use a computer and fill out papers

Where does an office worker work?

in an office

PCA

**(Personal Care
Attendant)**

What does a PCA do?

Help old and sick people with cooking and
cleaning

Where does a PCA work?

in other people's homes

student

What does a student do?

go to class and study

Where does a student go?

to school

Saying Hello

A: Hello, my name is _____.

B: Hi, my name is _____.

A: Nice to meet you.

B: Nice to meet you, too.

A: Please sit down.

B: Thank you.

A: How are you doing today?

B: I'm fine. And you?

A: I'm good.

Adapted from Andrea
Echelberger, MLC, 2012

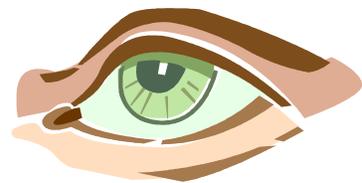
Remember to...



Shake hands



Smile



Look at your
partner

First Name	Last Name	
Address:		
City:	State:	Zip:

First Name	Last Name	
Address:		
City:	State:	Zip:

First Name	Last Name	
Address:		
City:	State:	Zip:

First Name	Last Name	
Address:		
City:	State:	Zip:

“Looking for Work” Unit: Week 2, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: read a story about one person’s work experience</p> <p>Literacy: read and write common entry level jobs</p> <p>Literacy: read and write personal information</p> <p>Listening/speaking: identify one task for each entry level job</p> <p>Transition & Developing a Future Pathway: use a timeline to show work experience</p> <p>Grammar: Use the simple present tense and subject-verb agreement to describe work actions (ex. I work in the morning, She works as a nurse’s aid.)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Job Title Matching –week 2 • Handout: Max Works Hard • Handout: Timelines <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 147

Lesson Plan

Warm up

Description: learners mingle and ask for each other’s addresses

Materials/Prep: (none)

Review of Previous Lessons

Description: learners mingle and match job titles with a sentence about job duties

Materials/Prep: copy and cut apart one set of **Job Title Matching –week 2** cards.

Activity 1: Life Skill, Literacy

Description: learners read a story, practice the sound of letter X, and answer comprehension questions

Materials/Prep: copies of **Max Works Hard** handout

Activity 2: Literacy, Listening & Speaking, Grammar

Description: learners represent the work history of others and themselves on a timeline

Materials/Prep: copies of **Timelines** handout

Activity 3: Literacy, Listening & Speaking, Grammar

Description: learners act out job duties and write sentences about jobs in simple present tense

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Pictionary/Charades**, p. 147

Teacher Directions: Warm-Up: Literacy

Write on the board: **What is your name? How do you spell that? What is your address?**

Practice the questions as a class.

Learners mingle and write the addresses of at least 2 other students in their notebook.

Teacher Directions: Review of Previous Lessons: Literacy

-Materials: cut apart one set of **Job Title Matching Cards –week 2**

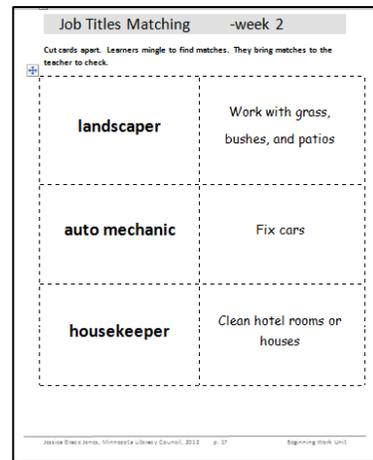
Step 1: Model the Activity

Write on the board: ***I have a _____ . What do you have?***

Deal out all the cards. Model asking others one by one (without **showing** your card), “What do you have?” until you find a match.

Step 2: Independent Practice

Learners mingle trying to find a match for their card(s). They bring completed matches to the teacher to check.



Teacher Directions: Activity 1: Literacy, Life Skill -Materials: Max Works Hard

Step 1: Context

Read the questions below the pictures. Talk about the pictures.

Step 2: Silent Reading

Allow 5-10 minutes for learners to read silently and circle any words they don't understand

Step 3: Teacher reads, Learners Follow

Step 4: Teacher reads, Learners Repeat

Step 5: Choral Reading

Max Works Hard

Write YES or NO.

1. _____
2. _____
3. _____
4. _____
5. _____

Write the answers.

6. Where does Max work now? _____
7. Where did he start working in the factory? _____
8. How long did he work at the school? _____

Write one question about the story. Ask a partner the question. Write the answer.

Q: _____

A: _____

Notes on Your Exam

QUESTION	ANSWER

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 20 Beginning Work Unit

Step 6: Learners Read with a Partner

Step 7: Learners complete comprehension exercises

Step 8: Letter/Sound Drill

Refer to the ESL Volunteer Tutor Manual, 2012 Letter/Sound Drill, p. 113

The target spelling/sound for this story is **“x,” as in “box” -the sound of the letter X when pronounced by itself sounds like the sounds /k/ and /s/ put together.**

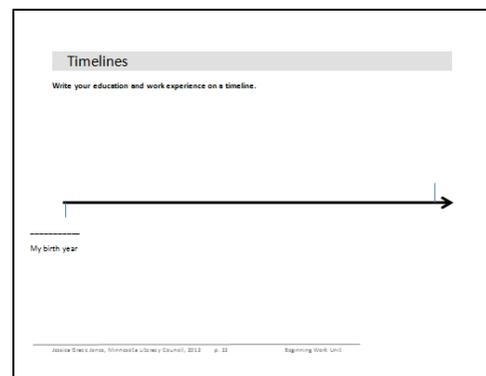
Teacher Directions: Activity 2: Literacy, Listening & Speaking, Grammar

-Materials: **Timelines**

Step 1: Model

As a class, make a list of all the dates in the story **Max Works Hard.**

Show the blank timeline on a projector. Write today's date at the far right end of the timeline. Ask learner's to find the year Max was born (he was 16 years old in 1996). Write 1980 on the far left end of the timeline.



Draw a small line near the middle of the timeline. Ask learners: What year is in the middle? Write the year on the timeline.

As a class, identify the other important dates in the story and add them to the timeline.

Step 2: Independent Practice –identify important dates

Learners write important dates in *their* life in their notebook. Encourage them to write about their work history, if they have some. They can also include education, move to the U.S., and important family milestones.

Step 3: Independent Practice –placing events on the timeline

Learners transfer their life events and work experience onto the timeline.

Step 4: Partner Sharing

Learners share their timelines with a partner. Partners should ask at least one question about their timeline.

Teacher Directions: Activity 3 (Checking for Understanding) : Literacy, Listening & Speaking, Grammar

Step 1: Vocabulary Review

Write on the board: **He is a** _____. **He** _____.

Play Pictionary or charades using job title cards from the warm-up activity as prompts. See ESL Volunteer Tutor Manual, 2012, **Charades/Pictionary**, p. 147.

After each job title is guessed. Call on one person to talk about the job in a full sentence using the prompt on the board.

Job Titles Matching

-week 2

Cut cards apart. Learners mingle to find matches. They bring matches to the teacher to check.

landscaper	Work with grass, bushes, and patios
auto mechanic	Fix cars
housekeeper	Clean hotel rooms or houses

food processor	cut and package food
cafeteria worker	make and give food in a school or hospital
packager	put things in boxes
farmer	Grow vegetables and other food

office worker	Use a computer and fill out papers
PCA (Personal Care Attendant)	Help old and sick people cook and clean
student	go to class and study

Max Works Hard



Look at the picture.

What are their jobs? Where do they work? Are you a hard worker?

Max is a hard worker. Max has had many different jobs. In 1996, he took his high school exam when he was sixteen. After that he started working.

First, he was a packager in a factory. He put things in boxes and put the boxes on a truck. He worked in the factory from 1996 to 2000.

Next, he was a custodian in a school. He cleaned and waxed the floors. He took out the trash. He fixed the toilets and the lights. He was a custodian from 2000 to 2008

Then, he moved to Texas. He started working in an office. Now he is an office worker. He answers the phone. He gives faxes to people in the office.

Max Works Hard

Write YES or NO.

1. _____ 1. Max was a packager for 3 years.
2. _____ 2. Max's first job was in a factory.
3. _____ 3. Max finished high school.
4. _____ 4. Max moved to Iowa.
5. _____ 5. Max was a custodian for 8 years.

Write the answers.

6. Where does Max work now? _____
7. When did he start working in the factory? _____
8. How long did he work at the school? _____

Write one question about the story. Ask a partner the question. Write the answer.

9. _____

Words I don't understand:

WORD:	MEANING/PICTURE:

Timelines

Write your education and work experience on a timeline.



My birth year

“Looking for Work” Unit: Week 2, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: <i>independently complete a simplified job application</i></p> <p>Literacy: <i>read and write about personal work experience</i> Literacy: <i>scan a completed job ad for specific information</i></p> <p>Listening/speaking: <i>respond to simple job interview questions about interest, experience and position</i></p> <p>Transition & Effective Communication: <i>recognizes and uses culturally appropriate workplace norms, such as eye contact and shaking hands.</i></p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Basic Grammar in Action</i>, p. 156-157 • Handout: Your Work Experience • Handout: Max Works Hard • Handout: Practice Reading Test • Handout: Interview Practice <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Blank notecards to make student flashcards

Lesson Plan

Warm up and Review of Previous Lessons

Description: play “flyswatter” with job title vocabulary from this week

Materials/Prep: two flyswatters or other slapping device

Activity 1: Literacy, Listening & Speaking

Description: learners draw and write about their own work experience or work-related skills

Materials/Prep: copies of **Your Work Experience** handout

Activity 2: Literacy

Description: learners will re-read the story from yesterday, focusing on reading “sight words”

Materials/Prep: a few copies of **Max Works Hard** for learners absent yesterday

Activity 3: Life Skill, Literacy

Description: learners will scan applications for key information and complete their own application

Materials/Prep: copies of **Basic Grammar In Action, p. 156-157**, Copies of **Interview Practice**

Activity 4: Literacy

Description: learners practice reading skills needed for the CASAS Life and Work Reading test

Materials/Prep: copies of **Practice Reading Test**

Teacher Directions: Warm-up and Review: Listening & Speaking, Literacy
-“Flyswatters”

Write the words on the whiteboard or tape the words or pictures to the wall.

Divide learners into two teams. Representatives from each team come to the board and each gets a flyswatter. Act out the word, read a simple definition, or give an example. The students compete to be the first to “swat” the correct word or picture.

Award a point to the team that swatted first and call two new representatives up to the board.

Landscaper
Auto mechanic
Housekeeper
Food processor
Cafeteria worker
Packager
farmer
Office worker
PCA (personal care attendant)
student

Teacher Directions: Activity 1: Literacy, Listening & Speaking
-Materials: Your Work Experience

Step 1: Context

Write on the board: **Work Experience –information about the jobs you had before**

Read the word and definition together. Give examples from your own experience and elicit examples from learners’ experience.

Step 2: Model

Show the **Your Work Experience** handout on a projector.

Talk about one job in your work experience as you draw some images of what you did at that job (stick figures are fine). Ask learners one or two comprehension questions about your picture (ex. *What was my job? What did I do? Who did I work with?*)

Model how to complete the sentences below the picture.

Your Work Experience

Draw a picture of what your job was in your native country.

Write about your job. What did you do?
 In _____, I was a _____.
 I was a _____ for _____.

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 20 Beginning Work Unit

Step 3: Independent Practice

Distribute copies of the handout. Allow time for learners to brainstorm by drawing (this learning strategy will feel more comfortable for some students than others but encourage everyone to at least try it).

If some learners do not have formal work experience, encourage them to write about their schooling or work-related skills that they developed by helping out at home or surviving in a refugee camp (cooking, carrying water, cleaning, taking care of children, tending animals, etc.).

Once learners have drawn a few images, walk around and ask them about their pictures. Write down any key vocabulary that will help them describe their work experience.

Step 4: Listening & Speaking

Write on the board: **Do you have any experience?**

Yes, I was a _____ for _____.

I can _____.

Practice the question several times. Model some short answers from your own experience (ex. *yes, I was a house painter for 3 years. I can paint houses inside and outside.*)

Ask for student volunteers to answer the question.

All students stand up, mingle and ask each other the question.

Still Struggling?: use the instructions in the *ESL Volunteer Tutor Manual, 2012, Circle Drill, p. 57. to continue practicing this simple dialogue. Omit the "I can ___" phrase until the first phrase is mastered.*

Teacher Directions: Activity 2: Life Skills, Literacy

-Max Works Hard

This activity will give learners extra practice with high frequency sight words. These are words that learners should eventually be able to read quickly without sounding them out. In fact, some of them cannot be sounded out because they do not follow "the rules" of English spelling. At beginning ESL level, many readers have mastered some but not all of these sight words.

Max Works Hard



Look at the picture.
What are their jobs? Where do they work? Are you a hard worker?

Max is a hard worker. Max has had many different jobs. In 1996, he took his high school exam when he was sixteen. After that he started working.

First, he was a packager in a factory. He put things in boxes and put the boxes on a truck. He worked in the factory from 1996 to 2000.

Next, he was a custodian in a school. He cleaned and waxed the floors. He took out the trash. He fixed the toilets and the lights. He was a custodian from 2000 to 2008.

Then, he moved to Texas. He started working in an office. Now he is an office worker. He answers the phone. He gives taxes to people in the office.

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 51 Beginning Work Unit

Step 1: Review Story from Yesterday

Learners (re)read story silently.

Teacher reads aloud while learners follow.

Teacher asks a few very basic comprehension questions about the story.

Step 2: Identify Sight Words

Explain the purpose of the activity: “Let’s practice the words that we see **many** times. You will learn to read these words quickly. This will help your reading. We will not talk about the meaning of these words, just practice reading them.”

Write the sight words on the board one by one. For each word students will...

1. Underline the word in their story.
2. Spell and say the word while tracing the letters in the story (ex. “H-E, he”)
3. Spell and say the word while writing it in their notebook
4. Spell and say the word while writing it on a flashcard. (each student is creating their own deck of flashcards).

Sight words:

- | | |
|---------|-----------|
| 1. is | 7. has |
| 2. had | 8. was |
| 3. many | 9. after |
| 4. in | 10. first |
| 5. he | 11. from |
| 6. when | 12. then |

Step 3: Recognition Practice

Play “flyswatter” with these words. In this game all the words are written on the board in random order. Two learners, each equipped with a flyswatter, try to be the first to “swat” the words that the teacher says.

Need a challenge?: have a learner be the caller and call out words on the board for the other two competitors.

Step 4: Flashcard Drill

Learners work with a partner to quiz them on the sight words.

Need a challenge?: have one learner dictate the words to another for spelling practice. If this is still too easy, have them dictate sentences from the story to their partner.

Learners struggling?: very low readers can spread all of the flashcards on the table in front of them. A more proficient reader calls out the word and the low reader picks up the card for that word.

Teacher Directions: Activity 3: Life Skills, Literacy

-Materials: **Basic Grammar in Action, p. 156-157** (note: you need to fill in the last digit of the year on the job application on p. 156)

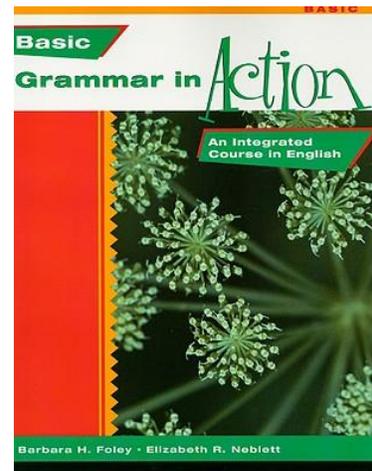
Step 1: Vocabulary Review

Write on the board: **Position**

Job Title –the name of the job.

Review pronunciation of both words. Point out that they have the same meaning. Give examples of positions and elicit examples from students.

Write on the board: **Employer –the name of the company**



Step 2: Group examination of job application

Distribute copies. Show the application on a projector. Call students to the projector to circle individual pieces of information (ex. "Circle the birthdate")

Step 3: Individual Practice

Students complete the application on p. 157 with their own information.

Students who finish quickly should exchange applications with each other and check their partner's work.

Step 4: Speaking and Listening/ writing Practice

Distribute copies of **Interview Practice** handout. Practice questions aloud several times. Brainstorm answers to each question.

For question 1, learners can use job titles studied this week or last week as well as other job vocabulary they may already know.

For question 2, learners may refer back to the work preferences handout from last week. These are some of the phrases that were introduced.

- I like to help people.
- I like to teach.
- I like to work with sick people.
- I like to work outside.
- I like to work with my hands.
- I like to use machines.
- I like to cook.
- I like to work with food.
- I like to sit all day.
- I like to stand all day.

Learners begin writing their answers to these questions. (Tell everyone to bring this paper back tomorrow. Give any extra copies to the learning center coordinator).

Teacher Directions: Activity 4: Life Skills, Literacy -Reading Test Practice

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Reading Test Practice

JOB APPLICATION *Wagner's Motors*

Position: Auto Mechanic Date: 3/19/12
Name: Lisa Anderson Phone: 612-332-0000

Work History

From	To	Employer	Position
Mar '02	Jun '03	Zappa Auto Parts	Cashier
Aug '03	Apr '09	Spriffy Lube	Mechanic
Jun '09	Present	Ames Elementary	Custodian

1. What job does Lisa want?
A. Auto mechanic
B. cashier
C. custodian
D. Teacher

2. When did Lisa start working at Spriffy Lube?
A. March 2002
B. April 2009
C. August 2003
D. Until the present

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Reading Test Practice

JOB APPLICATION

Wayne's Motors

Position: Auto Mechanic

Date: 3/19/12

Name: Lisa Anderson

Phone: 612-332-0000

Work History

From	To	Employer	Position
Mar. '02	Jun. '03	Zappa Auto Parts	Cashier
Aug. '03	Apr. '09	Spiffy Lube	Mechanic
Jun. '09	Present	Ames Elementary	Custodian

1. What job does Lisa want?

- A. Auto mechanic
- B. cashier
- C. custodian
- D. Teacher

2. When did Lisa start working at Spiffy Lube?

- A. March 2002
- B. April 2009
- C. August 2003
- D. Until the present

Your Work Experience

Draw a picture of what your job was in your native country.



Write about your job. What did you do?

In _____ I was a _____.

I was a _____ for _____.

Max Works Hard



Look at the picture.

What are their jobs? Where do they work? Are you a hard worker?

Max is a hard worker. Max has had many different jobs. In 1996, he took his high school exam when he was sixteen. After that he started working.

First, he was a packager in a factory. He put things in boxes and put the boxes on a truck. He worked in the factory from 1996 to 2000.

Next, he was a custodian in a school. He cleaned and waxed the floors. He took out the trash. He fixed the toilets and the lights. He was a custodian from 2000 to 2008

Then, he moved to Texas. He started working in an office. Now he is an office worker. He answers the phone. He gives faxes to people in the office.

Interview Practice

Write your answers to these questions.

Practice these questions with a partner.

1. What position are you applying for?

2. Why do you want this job?

I want to be a _____ because I like _____.

3. Do you have any experience?

I was a _____ for _____ years.

I can _____.

“Looking for Work” Unit: Week 2, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p><i>Life skill: complete a simple mock interview</i></p> <p><i>Life Skill: independently complete a simplified job application</i></p> <p><i>Literacy: read and write basic work history and job preference information on an application</i></p> <p><i>Listening/speaking: respond to simple job interview questions about interest, experience, and position</i></p> <p><i>Transition & Effective Communication: recognize and use culturally appropriate workplace norms, such as eye contact and shaking hands.</i></p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Interview Practice • Handout: Practice Reading Test • Handout: Saying Hello • Handout: Interview evaluation half sheets (with smiley faces). Copy enough so that each person has at least 5 half sheets. <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 00 • Job Title Flashcards –week 2 (from Monday) <p>Other Resources</p> <ul style="list-style-type: none"> • Tape and scratch paper

Lesson Plan

Warm up and Review of Previous Lessons

Description: sort job title cards by key criteria

Materials/Prep: a few copies of **Job Title Flashcards –week 2** from Monday

Activity 1: Literacy

Description: Practice reading skills needed for the CASAS Life and Work Reading Test

Materials/Prep: copies of **Practice Reading Test**

Activity 2: Listening/speaking, Transitions & Critical Thinking, Life Skill

Description: learners review strong non-verbal communication for an interview

Materials/Prep: copies of **Saying Hello** handout

Activity 3: Listening/speaking, Transitions & Critical Thinking, Life Skill

Description: learners practice and complete simple mock interviews with a partner

Materials/Prep: copies of **Interview Practice** handout

Activity 4: Checking for Understanding

Description: learners evaluate their own progress on the objectives of this unit.

Materials/Prep: (none)

Teacher Directions: Warm-Up and Review: Literacy, Transitions

-Materials: **Job Title Flashcards –week 2** (from Monday)

Divide learners into groups (2-3 students). Give each group a set of **Job Title Flashcards –week 2** from Monday’s lesson. (Some learners may already have their own set).

Ask learners to sort the jobs into two groups: jobs that you need to go to college/university for and jobs you don’t need college for. Discuss any areas of disagreement among groups.

Additional categories to sort by:

- Work inside or outside
- Need to speak a lot of English on the job.
- Work with your hands
- Sit, stand, or walk around most of the day.

Job Titles Flashcards -week 2

Cut the dotted line. Fold the card. Tape the card. Practice the words.

landscaper	What does a landscaper do? Work with grass, bushes, and patios. Where does a landscaper work? outside
auto mechanic	What does an auto mechanic do? Fix cars Where does a mechanic work? a garage
housekeeper	What does a housekeeper do? Clean hotel rooms or houses Where does a housekeeper work? A hotel or different houses

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In some cases there is not a right or wrong answer. Encourage learners to explain their answers.

Teacher Directions: Activity 1: Life Skills, Literacy

-Reading Test Practice

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Reading Test Practice

JOB APPLICATION L.S.W. Test 05/12

Position: Landscaper Date: 3/12/12

Name: Simon Morris Phone: 612-332-4444

Work History

From	To	Employer	Position
Mar. '02	Jun. '03	Thrifty Buy	Cashier
Aug. '03	Apr. '10	Emerson Landscaping	landscaper
Jun. '11	Present	Market Garden	Sales Person

1. What did Simon do at Thrifty Buy?
A. He was a landscaper.
B. He was a sales person.
C. He was a cashier.
D. He worked in a garden.

2. When did Simon stop working at Market Garden?
A. June 2011
B. He works there now.
C. Sales Person
D. April 2010

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Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Teacher Directions: Activity 2: Listening & Speaking, Transitions & Critical Thinking -Materials: **Saying Hello**

Step 1: Context

With a volunteer or a student, role-play good (American) non-verbal communication in a job interview (smiling, eye contact, firm handshake, speaking audibly and clearly). Then role-play the opposite. Ask learners: *What was different? What is good in your country? Do you shake hands? Do you look people in the eyes?*

Tell students: *These things are important in the United States. A strong handshake, for example, means YOU are strong!*

Saying Hello

A: Hello, my name is _____.
B: Hi, my name is _____.

A: Nice to meet you.
B: Nice to meet you, too.

A: Please sit down.
B: Thank you.

A: How are you doing today?
B: I'm fine. And you?
A: I'm good.

Adapted from *Arabic* by
Hilary Kaplan, 1992, 2011

Remember to...		
 Shake hands	 Smile	 Look at your partner

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CULTURAL NOTE: There may be students in your class whose cultural beliefs do not encourage them to touch others (especially people of the opposite gender). If this is the case, acknowledge this openly and let them know that they will need to explain this politely to other Americans. Simply not shaking hands, or covering your hand with part of your clothing before shaking hands could seem rude in the U.S.

Here is a possible script for students in this situation: *(smiling and confident) Hello!...oh, men and women don't shake hands in my culture...but I'm very happy to meet you.*

Usually, a friendly tone and other strong non-verbals go a long way toward replacing the American handshake.

Step 2: Practice Non-Verbals

Using just the work “hello,” practice strong non-verbal communication with each person in the class. Then have them practice with each other.

Step 3: Dialogue Practice

Use the instructions for introducing and practicing a dialogue in the *ESL Volunteer Tutor Manual, 2012, Dialogue, p. 69*. Practice the dialog called **Saying Hello**.

Step 4: Peer Evaluation

Have pairs of students come to the front of the room and act out the dialogue (remembering their non-verbals)

Ask other students for feedback on their volume of speech, eye contact, and other non-verbals.

Teacher Directions: Activity 3: Listening & Speaking, Life Skills

-Materials: **Interview Practice**

Prep

Using scratch paper, number pieces of paper equal to the number of students in class. Under the all of the even numbers write “**interviewer**”. Under all of the odd numbers write “**worker**.”

Step 1: Review

Hold up the **Interview Practice** handout. Tell learners to take out their copy from yesterday. Distribute copies to anyone who needs one.

Practice each question aloud several times. Elicit possible answers from learners.

Allow time for learners to finish writing answers to the questions, if necessary.

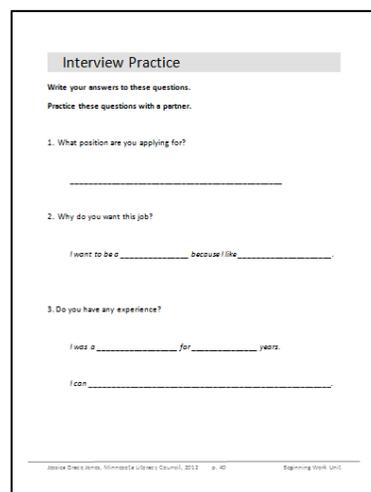
Step 2: Model

With a volunteer or student, model practicing the introduction (without papers) and the interview questions (with papers). Emphasize strong non-verbal communication

Step 3: Independent Practice

Arrange classroom chairs so that learners can interview someone across from them (you can make two lines, seat people opposite each other at a table, or in concentric circles.)

Assign one person in each pair to be the interviewer. Partners practice the introduction from previous activity (without papers) and the interview questions (with papers).



The image shows a handout titled "Interview Practice". It contains the following text:

Interview Practice

Write your answers to these questions.
Practice these questions with a partner.

1. What position are you applying for?
.....

2. Why do you want this job?
I want to be a because I like

3. Do you have any experience?
I was a for years.
I can

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While learners are practicing, tape a number to the back of each chair.

When most pairs have finished practicing, tell everyone to look at the number on their chair. Ask them to stand up and find the next number (ex. student sitting in chair 3 moves to chair 4). Instruct the student in the highest numbered chair to move to chair 1. Now everyone has a new partner. They practice the introduction and interview questions again.

Repeat the rotations until everyone has practiced at least 4 times. As they practice, walk around and listen for common error or areas of difficulty. You may pause between rotations to review these skills.

Step 4: Mock Interviews

Decide whether learners are ready to practice without their scripts. You might give some of all students the option to use their scripts, if necessary.

Arrange two chairs facing each other at the front of the room.

Distribute evaluation half-sheets to everyone in the class. Show learners how to circle the “faces” to show how well a person interviews. With a volunteer or student, model the interview. You will be the applicant (deliberately perform poorly on at least one of the criteria.) Ask learner to rate your performance using the half-sheet. Review their evaluations as a class.

Learners take turns performing their interviews at the front of the class. Everyone else listens carefully and evaluates their performance.

Teacher Directions: Activity 4: Checking for Understanding

Write on the board:

- 1. Names of jobs**
- 2. Job ads**
- 3. Writing name, address, telephone**
- 4. Job applications**
- 5. Job interviews**
- 6. Smile, handshake, eye contact**

“This is what we studied this week and last week. Can you do this?”

For each item, read it aloud, give an example of the skill, ask everyone to show if they can do this now by holding up their hands with one of these gestures (thumbs up: I can do it., flat palm: so-so, thumbs down: I need more help/I cannot do it)

If this rating system is new to learners you may want to go through the skills twice to get full participation.

Tell students what they will study next week (ask your Learning Center Coordinator for a schedule of units.)

Reading Test Practice

JOB APPLICATION

Lawn Beautiful

Position: Landscaper

Date: 3/19/12

Name: Simon Morris

Phone: 612-332-4444

Work History

From	To	Employer	Position
Mar. '02	Jun. '03	Thrifty Buy	Cashier
Aug. '03	Apr. '10	Emerson Landscaping	landscaper
Jun. '11	Present	Market Garden	Sales Person

1. What did Simon do at Thrifty Buy?

- A. He was a landscaper.
- B. He was a sales person.
- C. He was a cashier.
- D. He worked in a garden.

2. When did Simon stop working at Market Garden?

- A. June 2011
- B. He works there now.
- C. Sales Person
- D. April 2010

Saying Hello

A: Hello, my name is _____.

B: Hi, my name is _____.

A: Nice to meet you.

B: Nice to meet you, too.

A: Please sit down.

B: Thank you.

A: How are you doing today?

B: I'm fine. And you?

A: I'm good.

Adapted from Andrea
Echelberger, MLC, 2012

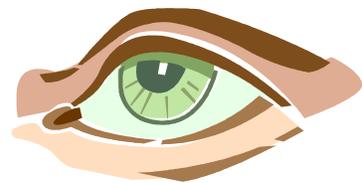
Remember to...



Shake hands



Smile



Look at your
partner

Interview Practice

Write your answers to these questions.

Practice these questions with a partner.

1. What position are you applying for?

2. Why do you want this job?

I want to be a _____ because I like _____.

3. Do you have any experience?

I was a _____ for _____ years.

I can _____.

Interviewer Name: _____ Date: _____

Name	How well do they...?		
Smile	Poor	So-so	Good
	☹	☺	☺
Shake hands	Poor	So-so	Good
	☹	☺	☺
Make eye contact	Poor	So-so	Good
	☹	☺	☺
Speak loudly	Poor	So-so	Good
	☹	☺	☺

Interviewer Name: _____ Date: _____

Name	How well do they...?		
Smile	Poor	So-so	Good
	☹	☺	☺
Shake hands	Poor	So-so	Good
	☹	☺	☺
Make eye contact	Poor	So-so	Good
	☹	☺	☺
Speak loudly	Poor	So-so	Good
	☹	☺	☺