



**The Minnesota Literacy Council created this curriculum. We invite you to adapt it for your own classrooms.**

**Advanced Level (CASAS reading scores of 221-235)**

## Jobs: Week 1

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### **Unit Overview**

This is a 2-week unit in which advanced learners explore the process of securing a job in the United States. Over the two-week period, learners go above and beyond filling out applications, as they address answering open-ended job application questions and the differences between a cover letter and a resume. They also hold mock interviews, taking into account both soft and hard skills needed to successfully obtain the position. In addition, learners employ strategies for asking for clarification and expand their vocabulary base by learning useful workplace idiomatic expressions.

### **Focus of Week 1**

- Open-ended job application questions
- Steps to the job application process
- Essential parts of a cover letter
- Job interview strategies (hard and soft skills)
- Reflexive pronouns
- Asking for clarification

## Jobs Unit: Week 1, Monday

<b>Objectives</b> <i>Learners will be able to...</i> <b>Literacy:</b> read and respond to open-ended job application questions. Respond with unique and well-developed answers. <b>Listening/speaking:</b> verbally negotiate logical steps of the job process by putting visuals in order. <b>Transitions &amp; Critical Thinking:</b> identify open-ended job application questions, avoiding general answers. <b>Grammar:</b> understand the purpose and position of reflexive pronouns.	<b>Materials</b> <b>Make Student Copies</b> <ul style="list-style-type: none"><li>• Handout: <b>Steps to Getting a Job (one per pair)</b></li><li>• Handout: <b>Open-ended Job Application Questions</b></li><li>• <u>Textbook:</u> <b>Grammar in Use Intermediate, pp. 158, 159</b></li></ul> <b>Make Single Copies or Reference</b> <ul style="list-style-type: none"><li>• Handout: <b>Steps to Getting a Job, Answers</b></li></ul> <b>Props, Technology, or Other Resources</b> <ul style="list-style-type: none"><li>• A projector</li><li>• A beach ball (optional)</li></ul>
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### Lesson Plan

#### **Warm up: Listening/speaking**

Description: Partners order the picture cards into the correct steps for procuring a job in the United States. Answers provided within the detailed plan.

Materials/Prep: Handout: **Steps to Getting a Job (one set per pair; may be cut or learners may simply number the pictures)**

#### **Activity 1: Literacy & Transitions/Critical Thinking**

Description: Learn about different types of job application questions and practice responding to open-ended questions, as those responses are the most critical for being chosen for an interview.

Materials/Prep: Handout: **Open-ended Job Application Questions**

#### **Activity 2: Grammar**

Description: Complete an introduction to reflexive pronouns.

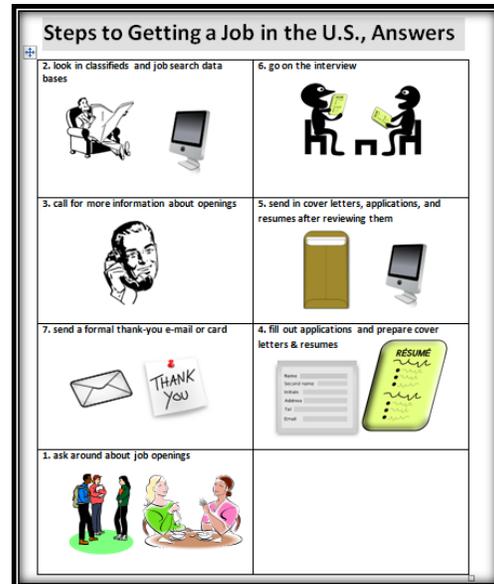
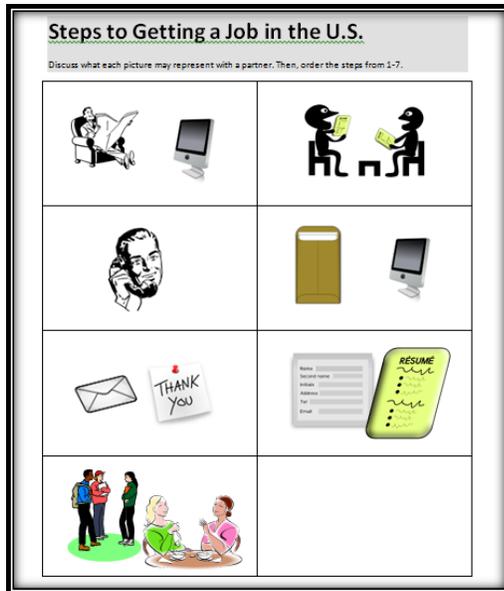
Materials/Prep: Textbook: **Grammar in Use Intermediate, pp. 158, 159 (exercise 79.1 only)** and a projector

#### **Checking for Understanding**

Description: Learners practice using a reflexive pronoun using themselves or family members as examples.

Materials/Prep: None, see further instructions in detailed plan

**Teacher Directions: Warm Up: Listening/speaking & Critical Thinking-Materials:**  
**Handout: Steps to Getting a Job** (one set per pair—cut into cards, or learners may number the pictures; this is up to the instructor)



**Step 1: Setting the Context**

Pair up learners and distribute the handout “**Steps to Getting a Job**”—the handout may either remain a single sheet handout, or you may opt to cut the pictures into sets of cards. As cards, the ordering is a bit more visual and may be easier for some learners, but the prep is more time-consuming. Partners discuss and negotiate the meaning of each picture, as each represents a step within the process of acquiring a job in the United States. If learners struggle understanding a visual, instead of telling them what the visual represents, try to ask additional questions about the picture until the learners can make an educated guess about what it represents. This increases the learners’ ability to think critically.

**Step 2: Pair Work**

Float the room while pairs collaborate. Make sure that all learners are participating.

**Step 3: Corrections**

*Cultural note:*

*In many cultures a “thank-you” in the job application process is unheard of and often viewed as a form of bribery. Be certain that learners are aware that a “thank-you” in the U.S. job application process is only a short formal note and should never contain money or a gift of any kind, because this **would** be viewed as bribery and would most definitely be terms for **NOT** hiring.*

Pairs compare their responses to the correct ordering provided by the instructor. If there are questions about the correct order of steps, such as why the thank-you occurs last, hold a short class discussion. Address any such questions as they arise.

### Open-ended Job Application Questions

**Instructions:** Read about open-ended questions. Then, read example responses to a common open-ended job application question. One response is poorly written and the other is well-written. Can you explain why one is written better than the other? Do you notice important differences between the two responses? Finally, write your own response to the practice open-ended application question provided. Share your idea with your classmates.

An open-ended question allows for many possible answers. It is different from a closed-ended question, because a closed-ended question only expects one simple answer, such as a yes/no response. Another example of a closed-ended question would be "What is your name?" There is only one possible response and the person who asks this question is not expecting to hear anything other than a name. However, if a person asks, "Why are you named \_\_\_\_\_?" it is an open-ended question, because the response allows for elaboration, or explanation. Answers to open-ended questions can be unique and sometimes surprising. Applications ask open-ended questions for several reasons. Here are two:

- 1) To know if the applicant has thought about the exact position or that specific company
- 2) To know whether the applicant will be thorough and thoughtful or lazy and inconsiderate

Compare the following responses; which is better? Why?  
"Why would you like to work here?"

A) I like to come here, so I want to work here.  
B) I enjoy visiting \_\_\_\_\_, because the servers are always so friendly and efficient. To be that friendly and respectful with the customers every day, I believe they must have a wonderful work environment and excellent teamwork. I would like to be a part of that team!

Now, practice answering an open-ended question on a separate sheet of paper.  
"What characteristic is most important to you in a manager? Why?"

## Teacher Directions: Activity 1: Literacy/Transitions & Critical Thinking- Materials: Handout: Open-ended Job Application Questions

### Step 1: Context

Learners may need to fill out a job application, an application to volunteer, a college application, or assist someone else in doing any of the aforementioned. Therefore, it is vital that they be able to address the open-ended questions with unique answers that show

they understand the specific questions asked of them and that demonstrate an ability to give concrete examples as well. General answers to open-ended questions, such as "I am hard-working," or "Because I like it," will inevitably end one's chances of securing an interview. The purpose of today's literacy exercise is to be able to identify open-ended questions and respond appropriately, so potential employers can see your uniqueness, ability to answer thoroughly, and preparedness to apply for that particular position.

### Step 2: Reading

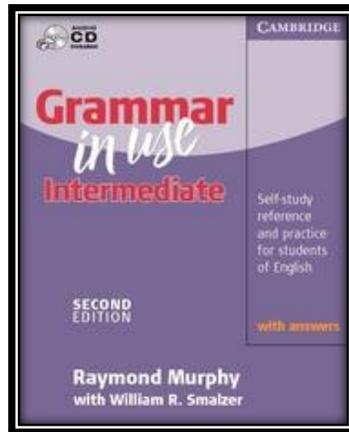
As a class, read the top portion of the handout "Open-ended Job Application Questions" together and discuss. Compare/contrast the example responses to the question "Why would you like to work here?" Which response is best? Why?

### Step 3: Checking Comprehension

Learners answer the two open-ended job application questions provided on the bottom portion of the handout. Ask a few learners to volunteer to share out with the class. Discuss whether or not their responses are appropriate.

- Are the responses unique?
- Do they specifically address the question? Do they address all parts of the question/s?

**Teacher Directions: Activity 2: Grammar-Material: Textbook: *Grammar in Use Intermediate*, pp. 158, 159 (exercise 79.1 only); and a projector**



Step 1: Setting the Context

As a class, discuss reflexive pronouns using p. 158 of the text. The scope of today's lesson is for learners to understand the importance of using reflexive pronouns correctly in writing as well as their own discourse. They are mostly getting exposure to what reflexive pronouns are and where they appear in sentences. They will work on production and proper usage throughout the week, so mastery does not need to be obtained today. Cover parts A and B.

Step 2: Discussing the Grammar

Project the **Myself/yourself/themselves/etc.** handout with a **projector** and discuss it. Pass out one copy per learner to keep as a reference. Be sure learners understand what constitutes as a reflexive pronoun. Provide additional examples whenever possible, especially if you have some in mind that relate well to your learners.

Step 3: Practice

Complete exercise 79.1 only. Learners may work independently or in pairs.

Step 4: Report Out

Facilitate discussion of the correct answers using a projector. If time, ask volunteer learners to come forward and fill in their responses.

**Ask learners to bring p. 158 with them tomorrow in order to discuss and practice the content in parts C and D.**

## Checking for Understanding—Materials: **a beach ball (optional)**

Context: In the United States, job applicants are often expected to speak highly about themselves. This is often referred to as “selling oneself,” which is difficult for many people to do. Some people don’t feel comfortable talking about themselves at length or building themselves up. A good adjective for someone of this character is **modest**. Modest individuals need to practice “selling themselves,” or talking about their skills, before filling out applications or going on job interviews. As a closing activity, learners should think about their skills, or skills of family and friends, and create one or two sentences to share with the class using reflexive pronouns studied earlier in class.

Activity: Learners create sentences about themselves or family members using reflexive pronouns. Each learner should stand and report out 1-2 sentences. The teacher can demonstrate first and then ask another learner to report out. If learners like, this may be conducted using a beach ball.

For example,

Teacher 1: “I taught myself how to knit.”

Student 1: “I did all the woodwork in my house myself.”

Student 2: “I made this dress myself.”

Student 3: “I taught myself how to drive.”

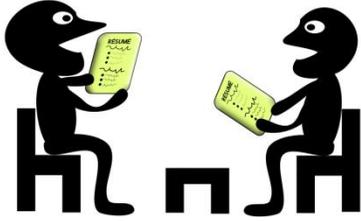
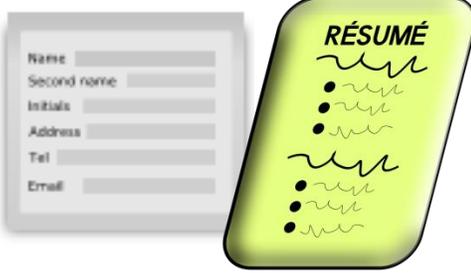
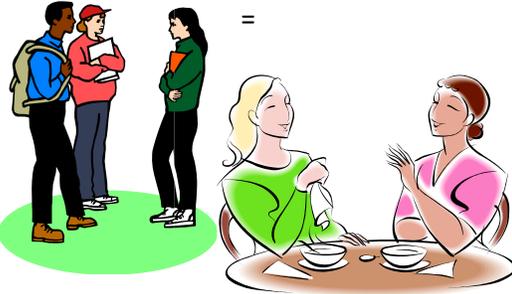
Student 4: “My husband cooked dinner (by) himself. It was delicious!”

Student 5: “I typed my resume myself.”

Etc.

# Steps to Getting a Job in the U.S.

Discuss what each picture may represent with a partner. Then, order the steps from 1-7.

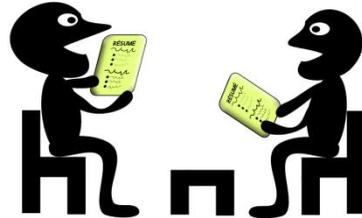
	
	
	
	

# Steps to Getting a Job in the U.S., Answers

2. look in classifieds and job search data bases



6. go on the interview



3. call for more information about openings



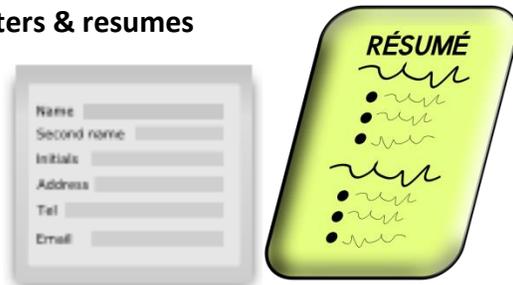
5. send in cover letters, applications, and resumes after reviewing them



7. send a formal thank-you e-mail or card



4. fill out applications and prepare cover letters & resumes



1. ask around about job openings



# Open-ended Job Application Questions

**Instructions:** Read about open-ended questions. Then, read example responses to a common open-ended job application question. One response is poorly written and the other is well-written. Can you explain why one is written better than the other? Do you notice important differences between the two responses? Finally, write your own response to the practice open-ended application question provided. Share your idea with your classmates.

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- A) I like to come here, so I want to work here.
- B) I enjoy visiting \_\_\_\_\_, because the servers are always so friendly and efficient. To be that friendly and respectful with the customers every day, I believe they must have a wonderful work environment and excellent teamwork. I would like to be a part of that team!

Now, practice answering an open-ended question on a separate sheet of paper.

**“What characteristic is most important to you in a manager? Why?”**

## Jobs Unit: Week 1, Tuesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Listening/speaking:</b> use reflexive pronouns and “each other” in original speech, not necessarily created by text.</p> <p><b>Literacy:</b> read a cover letter and identify its parts.</p> <p><b>Transitions &amp; Critical Thinking:</b> compare/contrast cover letters vs. resumes.</p> <p><b>Grammar:</b> use reflexive pronouns or “each other” as appropriate.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Textbook: <b>Grammar in Use Intermediate, pp. 158-159 (back to back)</b></li> <li>• Handout: <b>The Cover Letter</b></li> <li>• Handout: <b>Reflexive Pronoun Memory Cards</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A projector</li> </ul>

### Lesson Plan

#### **Review/Warm-up: Memory with Reflexive Pronouns**

**Description:** Pairs up to small groups of no more than four play Memory with sets of pronoun cards in order to review reflexive pronouns.

**Materials/Prep:** Copy the handout **Reflexive Pronoun Memory Cards** for as many pairs/groups as you expect to have in class. Cut the cards into sets. See detailed lesson plan for instructions.

#### **Activity 1: Literacy**

**Description:** Read about the purpose of a cover letter and practice labeling the crucial parts of a well-written letter.

**Materials/Prep:** Handout: **The Cover Letter** and a projector

#### **Activity 2: Grammar**

**Description:** Continue discussing reflexive pronouns. Complete exercises 79.2-79.4 and correct together.

**Materials/Prep:** Textbook: **Grammar in Use Intermediate, pp. 158-159 (copy back to back)**

Checking for Understanding:

**Description:** Learners create sentences using “each other” as an exit ticket.

**Materials/Prep:** None. See detailed lesson plan for instructions.

## Teacher Directions: Review/Warm-up: Reflexive Pronoun Memory Game

—Material: sets of the Handout: Reflexive Pronoun Memory Cards

i	myself
he	himself
she	herself
it	itself
they	themselves
we	ourselves

Prep: Copy sheets of the handout **Reflexive Pronoun Memory Cards** (as many as needed for pairs/small groups in your classroom). Cut out the cards and be sure to keep them in sets! One way to prevent cards from getting mixed up in other sets is to copy each handout sheet on a different color of paper or cardstock.

### Step 1: Introduce Activity

As learners enter the classroom, have them form pairs or small groups of 3-4. Explain that they will be reviewing reflexive pronouns from yesterday's grammar lesson by playing a Memory game. Before asking pairs to set up their cards and begin play, demonstrate how the cards should be placed on the table (face down in rows & columns). Also demonstrate that each player turns over two cards per turn, but all players must be able to see the cards in order to remember where they are located for future turns. Players should never move the cards! If a player finds a match (btw. subject pronoun and reflexive pronoun), he/she may continue to play until no match is found.

### Step 2: Playing Memory

Learners play until all cards have been matched. The learner with the most matches wins! After at least one round of play has been completed, post the following on the board:

I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
they	themselves

Do not post the pronouns listed above until after learners have played a round of the Memory

game. Allow enough time for learners to play at least two rounds of the game, so learners might have a chance to match different pronouns.

**The Cover Letter**

**Part 1: Read about the purpose of a cover letter.**

Cover letters are called "cover" because they are traditionally placed on top of the resume when the two are sent to potential employers. Now, many applications are filled out online and cover letters and resumes are submitted as attachments. A cover letter may also be referred to as a letter of application or a letter of interest.

Cover letters usually consist of three paragraphs. The first paragraph introduces the applicant's purpose for writing and explains what position is being applied for and why. The second paragraph highlights, or focuses on, the skills of the applicant that make him or her perfect for the job. The final paragraph asks for an interview and thanks the potential employer for their time.

**Part 2: Read the sample cover letter below and label the parts with the words provided in the box. When finished, answer the four comprehension questions. (sample adapted from [www.quitcareers.com](http://www.quitcareers.com))**

return address	salutation	purpose for writing	date
closing	signature	unique skills	business address

1090 Peachtree Lane, #4  
Atlanta, GA 30303  
404/555-3030

Ms. Judy Sumner  
Atlanta Board of Education  
45 Peachtree Blvd.  
Atlanta, GA 30303

Dear Ms. Sumner:

I am the "multi-talented teacher" you seek in your "Multi-Talented Teacher" advertisement in today's *Atlanta Journal-Constitution*. I'm a versatile teacher, ready to substitute, if necessary, as early as next week. I have the solid teaching experience you specify as well as the strong computer skills you desire.

I am presently affiliated with a highly regarded private elementary school. Mr. Craig, the headmaster, will certainly give you a good reference. The details of your advertisement suggest to me that the position will involve many of the same responsibilities that I am currently performing. In addition to the planning, administration, and student-parent counseling duties I highlight in my resume, please note that I have a master's degree as well as a teaching certificate from the state of Georgia.

If you agree upon reviewing my letter and resume that I am the teacher you need, please call me at my home number at 555-3030, or at 555-7327, during business hours. Thank you most sincerely for your time and consideration.

Cordially,

Maria Piazza-Smith

**Comprehension Questions**

- 1) Who is applying for the teaching position in the sample cover letter?
- 2) What is the applicant's home phone number?
- 3) What is special about this applicant as mentioned in the second paragraph? (name 1-3)
- 4) Where did the applicant hear about this job opening?

**Teacher Directions:**  
**Activity 1:**  
**Literacy—Material:**  
**Handout: The Cover**

## Letter (copy double-sided)

### Step 1: Setting the Context

- What's the purpose of a cover letter?
- How is it different from a resume?
- When do we need to submit a cover letter?

These are common learner questions. The purpose of this reading followed by comprehension questions and a labeling exercise is to answer the aforementioned questions.

### Step 2: Class Reading & Discussion

Read Part I of the handout **The Cover Letter** aloud as a class. Discuss any content that learners have questions about before moving on to step 3.

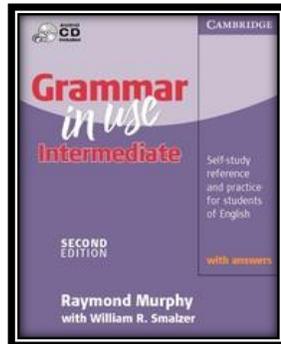
### Step 3: Independent Reading & Identifying Parts

Learners silently read the sample cover letter in Part II of the handout **The Cover Letter** and label the parts using the terms provided.

### Step 4: Checking for Understanding & Corrections

Once learners have labeled parts of the cover letter, they answer comprehension questions about the content. Then, correct together as learners report out their responses. If there is any discrepancy in answers, facilitate discussion of correct answers.

**Teacher Directions: Activity 2: Grammar—Material: Textbook: *Grammar in Use Intermediate*, pp. 158, 159 and a projector**



**Step 1: Setting the Context**

Learners continue practicing to use reflexive pronouns. Discuss Parts C and D (the difference between “–selves” and “each other” and another usage of “myself/yourself”).

Remind learners that using pronouns accurately in application responses, cover letters, and interview discourse will make an excellent first impression and help avoid misunderstandings.

**Step 2: Practice**

Learners may work individually or in pairs to complete exercises 79.2-79.4. The first exercise is review of reflexive pronoun agreement. Exercise 79.3 allows learners to determine whether or not a reflexive pronoun is needed. Finally, exercise 79.4 addresses the difference between –selves and each other.

**Step 3: Correct**

Project a copy of p. 159 and ask learners to come forward and fill in their responses. Facilitate discussion of correct answers.

**Checking for Understanding—Materials: None**

Learners create original sentences using “each other” that preferably convey teamwork or reliability.

For example,

- My sister and I message each other regularly.
- My co-workers and I take turns buying each other coffee on Fridays.
- My neighbor and I watch each other’s children from time to time. (possessive)

Etc.

Learners stand and share with the class. This is their “exit ticket.” Grammar is quite extensive today, but if time allows, treat this final exercise as a sentence dictation.

## Reflexive Pronoun Memory Cards

I	myself
he	himself
she	herself
it	itself
they	themselves
we	ourselves

# The Cover Letter

## Part 1: Read about the purpose of a cover letter.

Cover letters are called “cover” because they are traditionally placed on top of the resume when the two are sent to potential employers. Now, many applications are filled out online and cover letters and resumes are submitted as attachments. A cover letter may also be referred to as a letter of application or a letter of interest.

Cover letters usually consist of three paragraphs. The first paragraph introduces the applicant’s purpose for writing and explains what position is being applied for and why. The second paragraph highlights, or focuses on, the skills of the applicant that make him or her perfect for the job. The final paragraph asks for an interview and thanks the potential employer for their time.

## Part 2: Read the sample cover letter below and label the parts with the words provided in the box. When finished, answer the four comprehension questions. (sample adapted from [www.quintcareers.com](http://www.quintcareers.com))

return address	salutation	purpose for writing	date
closing	signature	unique skills	business address

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Ms. Judy Sumner  
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45 Peachtree Blvd.  
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Dear Ms. Sumner: ←

I am the "multi-talented teacher" you seek in your "Multi-Talented Teacher" advertisement in today's Atlanta Journal-Constitution. I'm a versatile teacher, ready to substitute, if necessary, as early as next week. I have the solid teaching experience you specify as well as the strong computer skills you desire. ↘

I am presently affiliated with a highly regarded private elementary school. Mr. Craig, the headmaster, will certainly give you a good reference. The details of your advertisement suggest to me that the position will involve many of the same responsibilities that I am currently performing. In addition to the planning, administration, and student-parent ↘

**counseling duties I highlight in my resume, please note that I have a master's degree as well as a teaching certificate from the state of Georgia.**

**If you agree upon reviewing my letter and resume that I am the teacher you need, please call me at my home number at 555-3030, or at 555-7327, during business hours. Thank you most sincerely for your time and consideration.**

**Cordially,** ←

**Maria Plazza-Smith** ←

### **Comprehension Questions**

- 1) Who is applying for the teaching position in the sample cover letter?
- 2) What is the applicant's home phone number?
- 3) What is special about this applicant as mentioned in the second paragraph? (name 1-3)
- 4) Where did the applicant hear about this job opening?

## Jobs Unit: Week 1, Wednesday

<p><b>Objectives</b> <i>Learners will be able to...</i></p> <p><b>Literacy:</b> read about the do's and don'ts of job interviewing in the United States.</p> <p><b>Listening/speaking:</b> ask clarification questions appropriate for interviews and other formal situations.</p> <p><b>Transitions &amp; Critical Thinking:</b> compare and contrast interview expectations using a diagram.</p> <p><b>Grammar:</b> use "a friend of mine" and not "a friend of me"; use "my own..." to show exclusivity, and "by myself" to show independence.</p>	<p><b>Materials</b></p> <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Cover Letter and Resume Venn Diagram</b></li> <li>• Handout: <b>The Do's and Don'ts of Job Interviewing</b></li> <li>• Handout: <b>Interview Venn Diagram</b></li> <li>• Handout: <b>Asking for Clarification</b></li> <li>• <u>Textbook:</u> <b>Grammar in Use Intermediate, pp. 160, 161</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A projector</li> </ul>
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### Lesson Plan

**Review/Warm-up:** Compare/contrast timed exercise

Description: Compare/contrast cover letters and resumes in pairs. The pair with the most accurate distinguishing details when time is called wins!

Materials/Prep: Handout: **Cover Letter and Resume Venn Diagram**

**Activity 1: Literacy**

Description: Read about job interview expectations in the United States. Answer and discuss comprehension questions concerning the do's and don'ts of job interviewing.

Materials/Prep: Handout: **The Do's and Don'ts of Job Interviewing; Interview Venn Diagram**

**Activity 2: Listening/speaking**

Description: Explore a variety of ways to politely ask for clarification when confused by questions, so as to continue an interview or any formal discussion. Practice dialogues in pairs.

Materials/Prep: Handout: **Asking for Clarification**

**Activity 3: Grammar**

Description: Practice using reflexive pronouns and "own" in the context of independence (e.g. "I learned how to use Excel by myself," or "I can do that job on my own.")

Materials/Prep: Textbook: **Grammar in Use Intermediate, pp. 160-161**

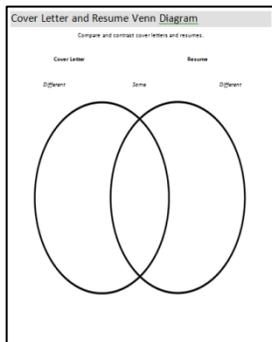
**Wrap-up/Exit Ticket:**

Learners report two things they learned today and will use or share beyond the classroom.

## Teacher Directions: Review/Warm-up:—Materials: Cover Letter and Resume Venn Diagram

### Step 1: Introduce the activity

In Tuesday's lesson students learned about cover letters. Elicit a definition from students. If necessary, have students look at the sample cover letter from yesterday's lesson. Then elicit a definition of resumes. What is the purpose of a resume?



Learners form pairs to brainstorm characteristics of a cover letter and a resume. Which do they share and which are unique to one or the other?

Inform learners that for this warm-up exercise they do NOT need to write complete sentences. They should write short phrases or simple descriptors in the circles. For example, “signature” could be written under cover letter, but it should not be written in the overlapping

part, because resumes do not have signatures. The adjective “formal” could be written in the overlapping part, because both documents have formal styles.

### Step 2: Brainstorm

Call “STOP!” when 5 minutes are up. Have pairs report out their brainstormed ideas. Which pair had the most (and accurate) descriptors? If you notice any misunderstanding about the difference between a cover letter and resume, address it with the whole class before beginning today's first new activity.

*\*Note: The focus of this lesson is not to have students extensively review resume writing. If you feel that your class isn't familiar enough with resumes to do the exercise, a good alternative warmup exercise is to elicit the parts of a cover letter (covered in Tuesday's lesson) and to brainstorm some job interview questions.\**

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**Note:** *The Venn diagram is not the only way to compare/contrast information; lists and pictures also work well for comparing and contrasting. Please, follow the plan and have learners create overlapping circles for the warm-up, because they will do this later in the lesson and it will reinforce the process. Other means of comparing and contrasting will be explored in later units.*

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## Teacher Directions: Activity 1: Literacy -Materials: Handouts: The Do's and Don'ts of Job Interviewing and Interviewing Venn Diagram; a projector

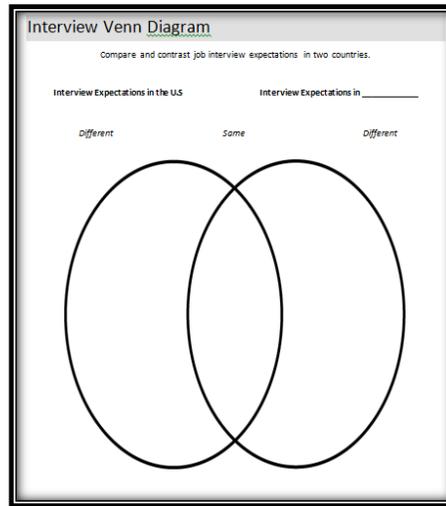
**The Do's and Don'ts of Job Interviewing**

- Do arrive 10-15 minutes early. Don't arrive at the last minute or late. If you arrive more than 20 minutes early, you may want to walk around outside or wait in your vehicle. Waiting for a long period of time in the lobby may cause you to get nervous. You may see other interviewees coming and going, which may add to your nervousness.
- Do dress professionally and neatly. Never wear flip flop sandals, shorts, or anything with holes or stains.
- Don't wear your winter wear: rain jacket, or sunglasses during the interview.
- Do turn off your cell phone before the interview begins.
- Don't wear strongly scented perfume or cologne. The interviewer may not like it or may be allergic to it. Also, never smell like cigarette smoke or food during an interview.
- Do greet your interviewer: if he or she offers to shake hands, give a firm handshake, not a weak one. If this is culturally unacceptable for you, explain with a smile on your face while saying it is a pleasure to meet him or her. Don't simply drop your hand, because it will offend the interviewer.
- Don't wear bright colors.
- Don't wear large jewelry or watches. These might be distracting and you want the interviewer to notice you for your skills, not your accessories!
- Don't speak too softly. Speaking very softly is a sign of insecurity. You don't want to shout, but you need to speak with confidence and so that the interviewer can hear you easily.
- Do make eye contact with the interviewer as much as possible. Frequently looking away during the interview will signal two things: lack of self-confidence and possibly dishonesty.
- Do bring extra copies of your resume if a resume was required for the position. There may be multiple people interviewing you, so you should bring extra copies of your resume for each person present at your interview.

**Comprehension Questions**

- 1) Should people speak softly at a job interview in the U.S.? Why or why not?
- 2) Why should the interviewee make eye contact with the interviewer as much as possible?
- 3) Why shouldn't the interviewee wear big jewelry or brightly colored clothing?

www.dorland.com Minnesota Literacy Council 2014 p. 20 site url



### Step 1: Setting the Context

Many of the interviewing expectations in the United States are universal, such as not being late and being prepared. But, what does it mean to be prepared? Even this can be interpreted in many different ways. Why would an applicant bring multiple copies of his/her resume to an interview if he/she already submitted a resume before being called for the interview? Shouldn't you look and smell your best, so wear your best perfume or cologne? Learners read about the do's and don'ts of interviewing in the United States.

### Step 2: Pair Reading

Learners partner up and take turns reading from the handout The Do's and Don'ts of Job Interviewing. Afterwards, answer the comprehension questions with complete sentence responses. Ask learners not to copy directly from the text.

### Step 3: Report Out

Learners share their responses to the comprehension questions. If there is any discrepancy in answers, facilitate discussion of appropriate responses.

### Step 4: Compare/Contrast

Learners fill in a Venn diagram comparing and contrasting interview expectations in the U.S. vs. another country (e.g. their country of origin or another country in which they have work experience.) If a learner is unfamiliar with interview expectations in another country, allow some time for peer discussion in learners' L1 (first language). Project a copy of the Venn diagram and demonstrate how to begin. Ask a couple of learners to share their completed diagrams via projector before moving on to Activity 2.

## Teacher Directions: Activity 2: Listening/Speaking-Materials: Handout: Asking Clarification Questions

### Asking Clarification Questions

- "Yes. I mean no. Maybe?"
- "I'm sorry, I don't understand."
- "Can you repeat that?"

At a job interview, we are usually nervous and stressed. When we hear a question that we don't understand, we panic a little bit. It's natural to ask, "Can you repeat that?" But the problem with this question is that it is best for when we don't hear something, not for when we don't understand something. When a speaker repeats, he or she uses the same words and doesn't clarify, or clear up, what was said the first time. The three responses listed above this paragraph are not good interview responses when the interviewee doesn't understand a question, because immediately the interviewer knows that the applicant is confused and doesn't know how to manage the interview. "Can you repeat that?" is a fine question, if the interviewee is sure that after hearing the same question again, he or she will be able to answer it. If not, then here are some other options:

- ✓ "Could you please rephrase the question for me?"
- ✓ "Could you please explain that question for me?"
- ✓ "Could you elaborate on that question? I want to be sure I understand it very well."
- ✓ "I'm sorry, I'm not familiar with that wording. Could you rephrase that question for me?"

Practice with a partner:  
(Difficult interview questions adapted from <http://jobsearch.about.com>)

**Interviewer:** Tell me about a time you were faced with conflicting priorities. How did you determine the top priority?  
**Interviewee:** \_\_\_\_\_

**Interviewer:** Tell me about a time you misjudged a colleague. What was the outcome and would you have done anything differently?  
**Interviewee:** \_\_\_\_\_

Nikki Carson-Padilla, Minnesota Literacy Council, 2014 p. 24 Jobs Unit

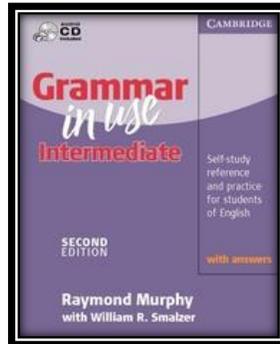
### Step 1: Setting the Context

Learners often report difficulty coping with questions that are new to them or that take them by surprise. For example, "What is one of your greatest accomplishments?" is difficult to answer if you don't understand the word "accomplishment." If you simply ask, "Can you repeat that please," hearing the word "accomplishment" again won't help you to understand it any better! Therefore, learners will explore educated and respectful ways to ask for clarification in interview situations. These strategies work in any conversational situation, but lend themselves especially well to formal situations like job interviews. Learners will read about different clarification strategies and then practice using them in some typical interview question and answer dialogues.

### Step 2: Listening/Speaking

After reading the first part of the handout together as a class, learners pair up to practice the dialogues provided. Learners take turns being the interviewee and politely asking for clarification. Which strategies do they prefer? Which do they already use on occasion? Which will they use in the future?

**Teacher Directions: Activity 3: Grammar-Materials: Textbook: *Grammar in Use Intermediate*, pp. 160-161 and a projector**



**Step 1: Setting the Context**

Learners explore the use of “my own,” “your own,” etc. to show that something is exclusive and not shared or borrowed, but also to show independence. In addition, learners look at how “by myself” does not always show independence. For example, when a 3 year old child says, “I can do it by myself,” the reflexive form strongly suggests independence, but when someone says, “She went to the movie by herself,” it may mean alone, not independently.

**Step 2: Practice**

As a class, read p. 160, parts B and C. Then, practice exercises 80.4 and 80.5 from p. 161.

**Step 3: Correct**

Learners come forward to a projected copy and insert their answers. Facilitate discussion of the correct answers.

**Wrap-up/Exit Ticket: Listening/Speaking**

Learners report two things they learned today and will use or share beyond the classroom.

# Cover Letter and Resume Venn Diagram

Compare and contrast cover letters and resumes.

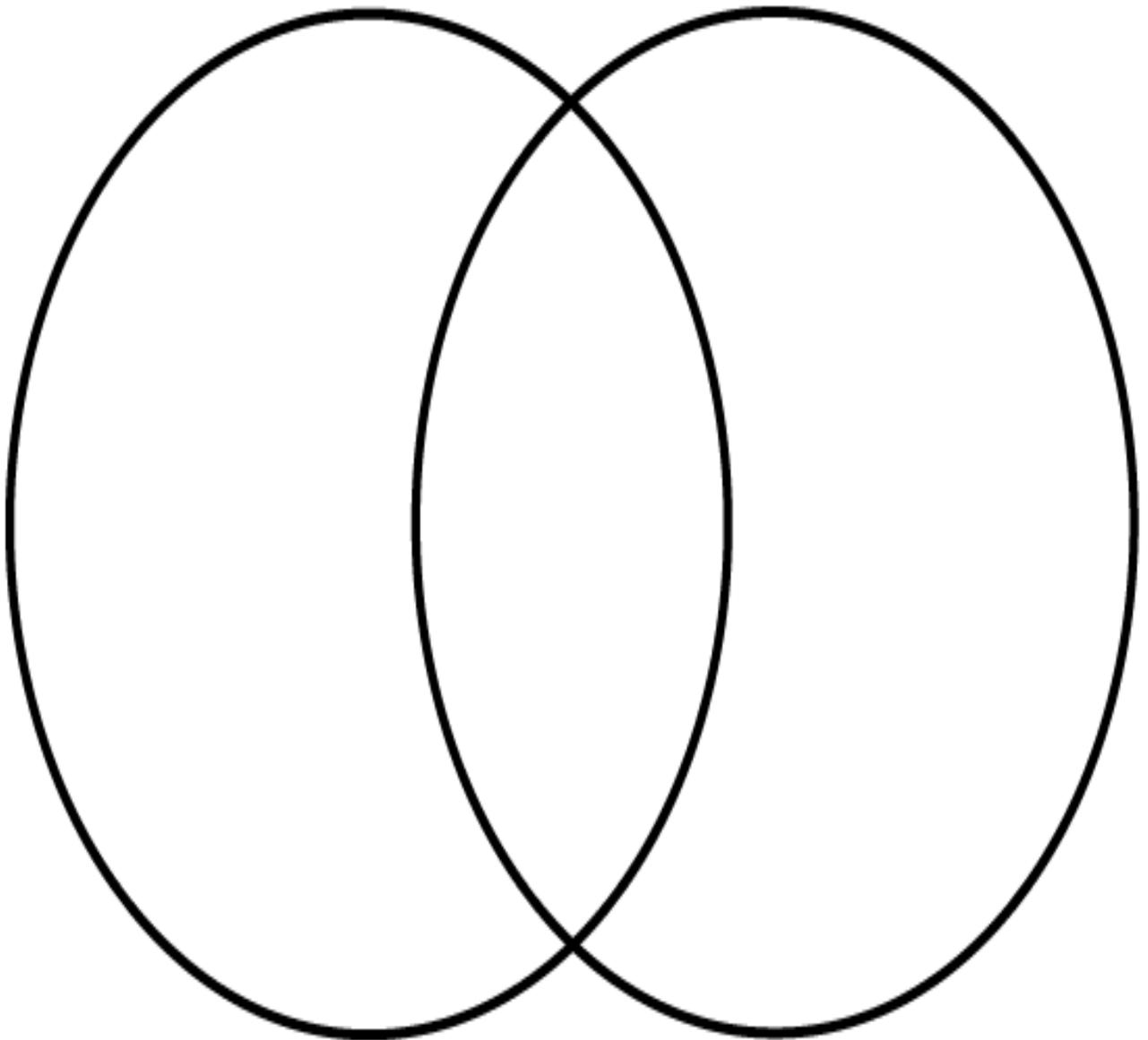
**Cover Letter**

**Resume**

*Different*

*Same*

*Different*



# The Do's and Don'ts of Job Interviewing

- Do arrive 10-15 minutes early. Don't arrive at the last minute or late. If you arrive more than 20 minutes early, you may want to walk around outside or wait in your vehicle. Waiting for a long period of time in the lobby may cause you to get nervous. You may see other interviewees coming and going, which may add to your nervousness.
- Do dress professionally and neatly. Never wear flip flop sandals, shorts, or anything with holes or stains.
- Don't wear your winter wear, rain jacket, or sunglasses during the interview.
- Do turn off your cell phone before the interview begins.
- Don't wear strongly scented perfume or cologne. The interviewer may not like it or may be allergic to it. Also, never smell like cigarette smoke or food during an interview.
- Do greet your interviewer. If he or she offers to shake hands, give a firm handshake, not a weak one. If this is culturally unacceptable for you, explain with a smile on your face while saying it is a pleasure to meet him or her. Don't simply drop your hand, because it will offend the interviewer.
- Don't wear bright colors.
- Don't wear large jewelry or watches. These might be distracting and you want the interviewer to notice you for your skills, not your accessories!
- Don't speak too softly. Speaking very softly is a sign of insecurity. You don't want to shout, but you need to speak with confidence and so that the interviewer can hear you easily.
- Do make eye contact with the interviewer as much as possible. Frequently looking away during the interview will signal two things: lack of self-confidence and possibly dishonesty.
- Do bring extra copies of your resume if a resume was required for the position. There may be multiple people interviewing you, so you should bring extra copies of your resume for each person present at your interview.



## Comprehension Questions

- 1) Should people speak softly at a job interview in the U.S.? Why or why not?
- 2) Why should the interviewee make eye contact with the interviewer as much as possible?
- 3) Why shouldn't the interviewee wear big jewelry or brightly colored clothing?

# Interview Venn Diagram

Compare and contrast job interview expectations in two countries.

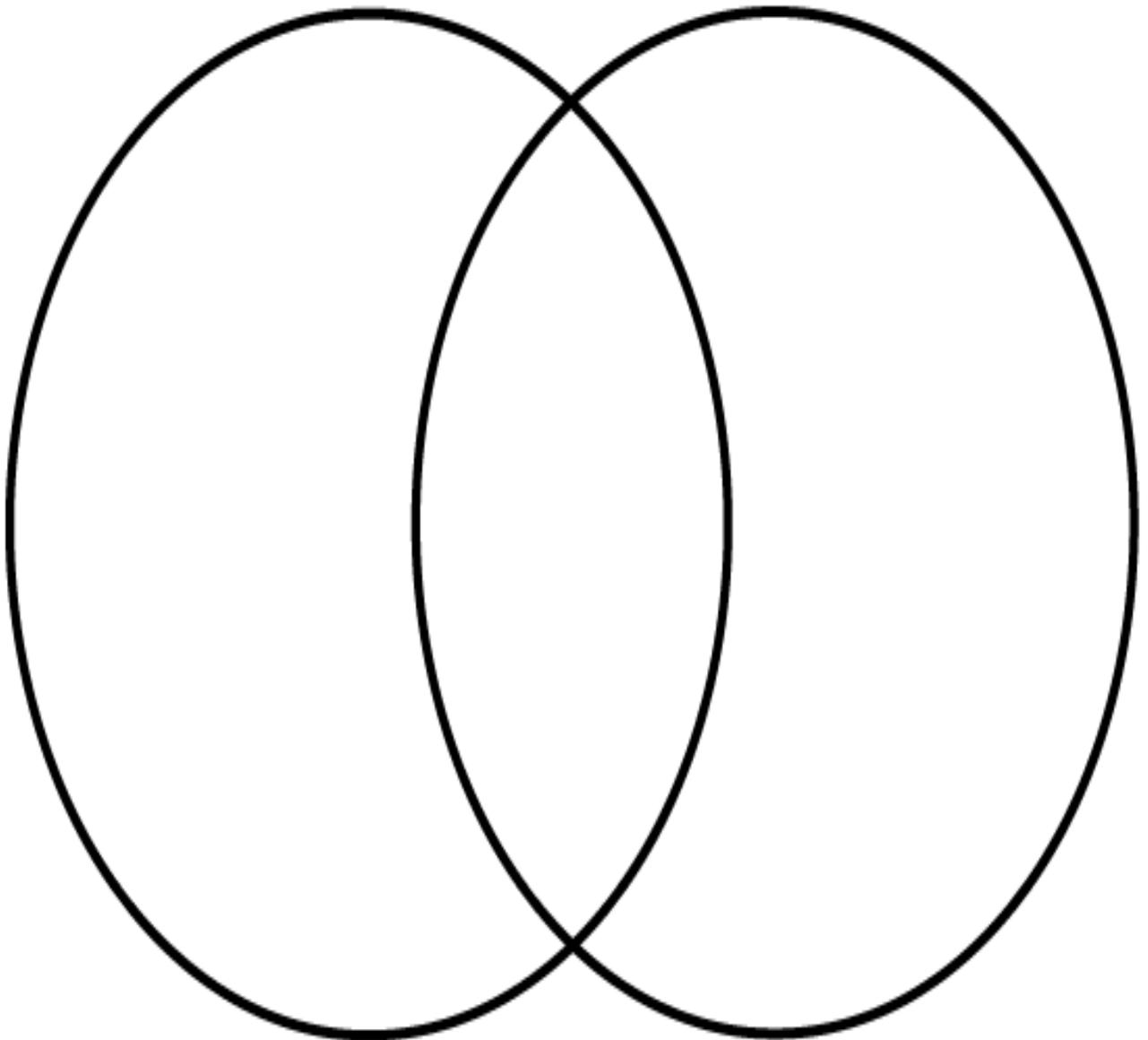
**Interview Expectations in the U.S**

**Interview Expectations in \_\_\_\_\_**

*Different*

*Same*

*Different*



# Asking Clarification Questions

- “Yes. I mean no. Maybe?”
- “I’m sorry, I don’t understand.”
- “Can you repeat that?”

At a job interview, we are usually nervous and stressed. When we hear a question that we don’t understand, we panic a little bit. It’s natural to ask, “Can you repeat that?” But, the problem with this question is that it is best for when we don’t hear something, not for when we don’t *understand* something. When a speaker repeats, he or she uses the same words and doesn’t clarify, or clear up, what was said the first time. The three responses listed above this paragraph are not good interview responses when the interviewee doesn’t understand a question, because immediately the interviewer knows that the applicant is confused and doesn’t know how to manage the interview. “Can you repeat that?” is a fine question, if the interviewee is sure that after hearing the same question again, he or she will be able to answer it. If not, then here are some other options:

- ✓ “Could you please rephrase the question for me?”
- ✓ “Could you please explain that question for me?”
- ✓ “Could you elaborate on that question? I want to be sure I understand it very well.”
- ✓ “I’m sorry. I’m not familiar with that wording. Could you rephrase that question for me?”

Practice with a partner:

(Difficult interview questions adapted from <http://jobsearch.about.com>)

**Interviewer:** Tell me about a time you were faced with conflicting priorities. How did you determine the top priority?

**Interviewee:** \_\_\_\_\_

**Interviewer:** Tell me about a time you misjudged a colleague. What was the outcome and would you have done anything differently?

**Interviewee:** \_\_\_\_\_

## Jobs Unit: Week 1, Thursday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Literacy:</b> write original sentences incorporating reflexive pronouns.</p> <p><b>Listening/speaking:</b> conduct a mock interview.</p> <p><b>Listening/speaking:</b> dictate sentences to the class by chunking ideas and pausing at appropriate places.</p> <p><b>Transitions &amp; Critical Thinking:</b> pass mock interviews and evaluate a classmate’s success at passing a mock interview using a rubric.</p> <p><b>Grammar:</b> use reflexive pronouns and “each other”.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Reading Test Practice</b></li> <li>• Handout: <b>Interview Questions</b></li> <li>• Handout: <b>Interview Rubric</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Test Practice Answers</b></li> <li>• Handout: <b>Job Jeopardy Questions (Teacher copy only)</b></li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A projector</li> </ul>

### Lesson Plan

**Review/Warm-up: Listening/Speaking, Literacy & Grammar**

Description: Learners create 3 sentences incorporating 3 consecutive adjectives in each. Adjectives cannot be repeated. Sentences are then dictated to the whole class and corrected at the board.

Materials/Prep: no materials; write instructions on the board before learners enter the classroom (see detailed plan for specific steps)

**Activity 1: Listening/speaking & Critical Thinking**

Description: Hold mock interviews.

Materials/Prep: Handouts: **Interview Questions** and **Interview Rubric**

**Activity 2: Listening/speaking & Critical Thinking**

Description: Play cumulative review game of Job Jeopardy.

Materials/Prep: Handout: **Job Jeopardy Questions (Teacher copy only)**

**Activity 3: Test Prep**

Description: Learners take a practice test.

Materials/Prep: Handout: **Reading Test Practice, Reading Test Practice Answers (one copy), and a projector.**

**Wrap up:**

Learners share two things they learned this week before leaving the classroom. This is their Exit Ticket.

## Teacher Directions: Review/Warm-up: Listening/speaking, Literacy & Grammar-

Materials: none

### Step 1: Setting the Context

Inform learners that they will be creating three sentences of their choice. The sentences may or may not be related to each other; they may be completely independent of each other. Each sentence must contain reflexive pronouns (e.g. myself, yourself, etc.) or “each other”. Once one reflexive pronoun has been used, it cannot be used again in another sentence. For example, if a learner writes, “I gave myself a haircut last night,” the word “myself” can’t be used again. The purpose of this rule is to force learners to explore word variety and not to simply use the most common or first pronouns that come to mind.

### Step 2: Writing

Learners brainstorm and write for no more than 15 minutes, being sure to use reflexive pronouns.

### Step 3: Dictating

#### **Convey the following rules for dictation before beginning:**

1. Listeners should **not interrupt** mid-sentence. This is discouraging to the reader and rude to fellow classmates as well.
2. Listeners should **not have side conversations**.
3. Readers need to **read with teacher voices**. Every person in the room should be able to hear them.
4. Readers should **read slowly, but naturally**, not stopping after each word and not reading punctuation signs.
5. Readers should repeat each sentence for **a total of three readings**.

Each learner should stand and dictate one of his/her sentences to the entire class. Time permitting and depending on class size, learners may dictate more than one of their sentences to the class.

### Step 4: Correcting

After dictation, volunteers come to the board to write one of the sentences dictated to them (not their original sentence). Learners should underline the reflexive pronoun or “each other” in the sentence they write at the board. Instructor serves as facilitator of corrections as the whole class discusses what was done well and what could be changed or added to make each sentence correct.

*Note: Learners should number their sentences on their paper. Remind learners to write a number on their paper when they read so as not to lose the sequence; however, they do not need to rewrite their own sentence. This is very helpful when calling upon volunteers in Step 4.*

**Teacher Directions: Activity 1: Listening/speaking & Critical Thinking-Materials:**  
**Handout: Interview Questions and Interview Rubric**

The image shows two overlapping handouts. The top one is titled 'Interview Questions' and the bottom one is titled 'Interview Rubric'. The 'Interview Rubric' handout includes a section for 'Interviewee's Name' and a list of criteria to be checked off during an interview. The criteria are: Made eye contact, Spoke up (good volume), Smiled, Spoke clearly (did not mumble; did not chew gum), Took off outdoor clothing and accessories (hat, sunglasses, etc.), Was polite (thanked you; asked for clarification, etc.), and Other. There is a small illustration of an interviewer and interviewee on the right side of the rubric.

Step 1: Setting the Context

Learners pair up to conduct mock interviews. Inform learners that “mock” in this situation means practice and that they are going to mock, or imitate, an actual job interview. Today, the interview will be for an

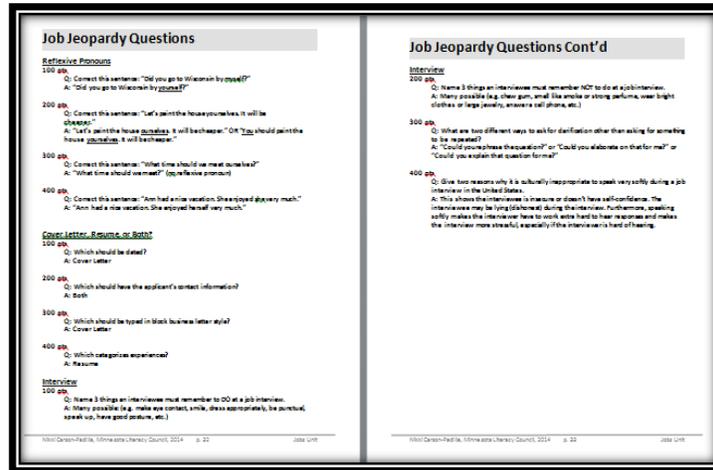
administrative internship at the school. The position requires assisting the coordinator with tasks such as calling, greeting, filing, etc. Because this is a mock interview, the internship is not an actual position, but learners can imagine the possibility of it! How are they a perfect fit for the position? While one learner serves as “interviewer,” he/she must consider whether soft skills are being met. This learner is responsible for honestly and effectively checking off the rubric which must be thoroughly discussed before mock interviews begin. If an “interviewee” does not meet one of the requirements/standards on the rubric, it should not be checked off by the “interviewer”.

Step 2: Mock Interviews

Learners take turns interviewing each other for about 20 minutes. After both learners have answered all questions provided, they may exchange rubrics and give each other feedback. If anyone disagrees with feedback given by a classmate, the instructor may need to intervene to facilitate discussion of why the feedback may or may not be appropriate.

*Note: If you would like to have additional volunteers present in your classroom today to assist with mock interviews, that is an option and may be arranged with your coordinator. Do be certain that learners are involved in the feedback process as well. If a volunteer with more interviewing experience conducts the interview, allow a learner to sit in and check off a rubric according to what he or she believes was carried out well. Afterwards, ask the volunteer interviewer to affirm or explain why something should or should not have been checked.*

**Teacher Directions: Activity 2: Listening/speaking & Critical Thinking-Materials:  
Handout: Job Jeopardy Questions (Teacher copy only)**



**Prep:**

Write the following on the board:

<u>Reflexive Pronouns</u>	<u>Cover Letter, Resume, or Both</u>	<u>Interview</u>
100	100	100
200	200	200
300	300	300
400	400	400

**Step 1: Setting the Context**

Learners form two teams. They will play a game very similar to Jeopardy; however, they will not need to respond with a question, simply the answer to a question. The game is a review of content studied throughout the week. The teams should sit in close-knit circles (huddles) so they cannot overhear each other. Points can be stolen from all categories.

**Rules**

- 1) **Teams must choose captains, or spokespersons. Answers must come from the spokesperson. Every member of the team must have a chance to contribute to the discussion before the spokesperson gives the final answer. In other words, there should always be some deliberation.**
- 2) **No notes!**
- 3) **Only English should be used during play time.**
- 4) **No more than 2 minutes per response; no extra time for steals—be ready!**

## Teacher Directions: Activity 3: Test Practice-Materials: Handout: Reading Test Practice and a projector

<b>Reading Test Practice</b>	
<b>My Big Day</b>	
<p>I will always remember my wedding day. It was a rainy, but beautiful day. I could hear children playing outside and the neighbor's dog barking, but it all sounded joyous to me. My dress hung on the back of the bedroom closet door. I kept sneaking glances at it. My sister was making coffee in the kitchen and my big brother was on the phone with my future husband. They were talking about golf, but I knew they weren't really talking about each other. They were talking about anything to avoid discussion of the big day. My mother was nervous about losing me, but he would never admit it to himself. On my big day he learned he would never lose his little sister; he would only gain a brother.</p>	
1. In the paragraph above, who does "each other" refer to?	2. Which reflexive pronoun is used?
A. The bride and groom	A. myself
B. The big brother and sister making coffee	B. himself
C. The big brother and little sister	C. yourself
D. The big brother and groom	D. herself
3. Where would it make sense to use "own"?	4. Which pronoun could replace "each other" above?
A. my own wedding day	A. us
B. but beautiful own day	B. one another
C. hear own children playing	C. them
D. in the own kitchen	D. yourself
<small>Nikki Carson-Padilla, Minnesota Literacy Council, 2014 p. 34 Jobs Unit</small>	<small>Nikki Carson-Padilla, Minnesota Literacy Council, 2014 p. 35 Jobs Unit</small>

### 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.

Pass out the **Reading Test Practice** handout. Give everyone 5-10 minutes to complete questions 1-4. Use this time to circulate the room and see who has mastered this skill and who needs extra practice.

### Step 2: Reviewing Answers

Use a projector to review the questions. Invite learners to come up and circle the correct answers. They should also identify for the class the key information that helped them find the correct answer.

### Wrap-up

Learners share two things they learned this week and will employ outside of the classroom. How do they think they might use these skills in the future or in their daily life?



# Interview Rubric

Interviewee's Name \_\_\_\_\_

- Made eye contact
- Spoke up (good volume)
- Smiled
- Spoke clearly (did not mumble; did not chew gum)
- Took off outdoor clothing and accessories (hat, sunglasses, etc.)
- Was polite (thanked you; asked for clarification, etc.)
- Other \_\_\_\_\_



# Interview Rubric

Interviewee's Name \_\_\_\_\_

- Made eye contact
- Spoke up (good volume)
- Smiled
- Spoke clearly (did not mumble; did not chew gum)
- Took off outdoor clothing and accessories (hat, sunglasses, etc.)
- Was polite (thanked you; asked for clarification, etc.)
- Other \_\_\_\_\_



# Job Jeopardy Questions

## Reflexive Pronouns

100 pts

Q: Correct this sentence: "Did you go to Wisconsin by myself?"

A: "Did you go to Wisconsin by yourself?"

200 pts

Q: Correct this sentence: "Let's paint the house yourselves. It will be cheaper."

A: "Let's paint the house ourselves. It will be cheaper." OR "You should paint the house yourselves. It will be cheaper."

300 pts

Q: Correct this sentence: "What time should we meet ourselves?"

A: "What time should we meet?" (no reflexive pronoun)

400 pts

Q: Correct this sentence: "Ann had a nice vacation. She enjoyed she very much."

A: "Ann had a nice vacation. She enjoyed herself very much."

## Cover Letter, Resume, or Both?

100 pts

Q: Which should be dated?

A: Cover Letter

200 pts

Q: Which should have the applicant's contact information?

A: Both

300 pts

Q: Which should be typed in block business letter style?

A: Cover Letter

400 pts

Q: Which categorizes experiences?

A: Resume

# Job Jeopardy Questions Cont'd

## Interview

100 pts

**Q: Name 3 things an interviewee must remember to DO at a job interview.**

**A: Many possible: (e.g. make eye contact, smile, dress appropriately, be punctual, speak up, have good posture, etc.)**

200 pts

**Q: Name 3 things an interviewee must remember NOT to do at a job interview.**

**A: Many possible (e.g. chew gum, smell like smoke or strong perfume, wear bright clothes or large jewelry, answer a cell phone, etc.)**

300 pts

**Q: What are two different ways to ask for clarification other than asking for something to be repeated?**

**A: "Could you rephrase the question?" or "Could you elaborate on that for me?" or "Could you explain that question for me?"**

400 pts

**Q: Give two reasons why it is culturally inappropriate to speak very softly during a job interview in the United States.**

**A: This shows the interviewee is insecure or doesn't have self-confidence. The interviewee may be lying (dishonest) during the interview. Furthermore, speaking softly makes the interviewer have to work extra hard to hear responses and makes the interview more stressful, especially if the interviewer is hard of hearing.**

# Reading Test Practice

## My Big Day

I will always remember my wedding day. It was a rainy, but beautiful day. I could hear children playing outside and the neighbor's dog barking, but it all sounded joyous to me. My dress hung on the back of the bedroom closet door. I kept sneaking glances at it. My sister was making coffee in the kitchen and my big brother was on the phone with my future husband. They were talking about golf, but I knew they weren't really talking about each other. They were talking about anything to avoid discussion of the big day. My brother was honestly afraid of losing me, but he would never admit it to himself. On my big day he learned he would never lose his little sister; he would only gain a brother.

1. *In the paragraph above, who does "each other" refer to?*

- A. The bride and groom
- B. The big brother and sister making coffee
- C. The big brother and little sister
- D. The big brother and groom

2. *Which reflexive pronoun is used?*

- A. myself
- B. himself
- C. yourself
- D. herself

3. *Where would it make sense to use "own"?*

- A. my own wedding day
- B. but beautiful own day
- C. hear own children playing
- D. in the own kitchen

4. *Which pronoun could replace "each other" above?*

- A. us
- B. one another
- C. them
- D. yourself

# Reading Test Practice Answers

1) *In the paragraph above, who does “each other” refer to?*

D. The big brother and groom

2) *Which reflexive pronoun is used?*

B. himself

3) *Where would it make sense to use “own”?*

A. My own wedding day

4) *Which pronoun could replace “each other”?*

B. One another