

# Week 7: JOBS/WORKING

**Yellow** indicates goal is also **intermediate level**

<b>Students will be able to:</b>	<b>Necessary Vocabulary and Phrases:</b>
<ol style="list-style-type: none"> <li>1. Identify jobs</li> <li>2. Look for a job – e.g. want ads, etc.</li> <li>3. Self-assess personal skills</li> <li>4. Apply for a job</li> <li>5. Fill out an application               <ol style="list-style-type: none"> <li>a. <b>Include: understanding and completing job applications, resumes, and letters of application</b></li> </ol> </li> <li>6. Interpret work-related vocabulary.               <ol style="list-style-type: none"> <li>a. <b>Include: understanding of wages, deductions, and benefits</b></li> </ol> </li> <li>7. Use a telephone (to call in sick) <b>and to make routine personal and business calls. Include taking and interpreting telephone messages, leaving messages on answering machines and interpreting recorded messages</b></li> <li>8. <b>Understand procedure of interviewing for a job, such as dressing appropriately and selecting appropriate questions and responses</b></li> <li>9. Use requests, directions, instructions and commands.</li> <li>10. <b>Follow, clarify, give, or provide feedback to instructions</b></li> </ol> <p><b><u>Grammar Verb Focus</u></b></p> <p>Ø Gram 2 – Regular verbs + contractions</p> <p>Ø Gram 4 – “Modal” verbs</p> <p>Ø Gram 5 – Commands and being polite in English</p>	<p>*Common Occupations</p> <p>-Fireman, Policeman, Postman, Doctor, e.g., and common occupations our Ss would have (construction worker, waiter, e.g.)</p> <p>*Directions (within a building, e.g.) -<b>Ask for, give, follow, or clarify directions</b></p> <p>*Task-related directions</p> <p>-put it here; please clean that up; here’s your _____; turn on <b>-come in early to work; stay late; I don’t mind</b></p> <p>*Locating items (e.g., on shelves)</p> <p>-top shelf, it’s on the second floor; look to the left</p> <p>-top, middle and bottom shelf; below the clock; “Please hand me__”</p> <p>*Fill out an application</p> <p>-Order of dates (M/D/Y); order of names (first, middle, last); circle an answer; check the box; put an ‘X’ in the box; fill in the circles</p> <p>*Interpret signs: Exit (go out of); Enter (go in); Open/Closed</p> <p><b>*Work vocabulary</b></p> <p><b>-Salary; “to get laid off” and the appropriate emotional response (I’m sorry to hear that); Monday through Friday; to five; come in for an interview tomorrow; Would you prefer to come at three or four?</b></p> <p><b>*Telephone</b></p> <p><b>-operator; collect call; accept the charges; phone is out of order; “Please ask Sue to call me.” “Yes, What is your name?; at the tone; the time will be 2:10 and 30 sec.: is that after 2?, before 2, 1:30</b></p> <p><b>*Understand</b></p> <p><b>-“What do you do?” and “What are you doing?”;</b></p> <p><b>-“I’m sorry” meaning “no”</b></p>

Goal	Level	Textbook Reference
<b>Goal #1: Identify jobs</b>	<b>Literacy</b>	<b>The Basic Oxford Picture Dictionary 2nd ed.</b> -- pp: 82-86 Contains a variety of occupations and their coinciding workplaces
	<b>Beginner 1</b>	<b>English in Action 1, 1st ed.</b> -- pp: 182-197 (Contains pictures and explanations of various jobs and information about applying for jobs) <b>English in Action 1, 2nd ed.</b> -- pp: 172-186 (Contains pictures and information about various jobs and schedules) <b>Speak Out in English, 2nd ed.</b> --pp:80-98 (Contains diagrams, conversations and activities about jobs and their benefits)
	<b>Beginner 2</b>	<b>English in Action 2, 1st ed.</b> -- p: 92 (Lists specific airport jobs), p. 50,51 "Occupations"  <b>English in Action 2, 2nd ed.</b> -- pp: 76-77 (lists specific airport jobs)  <b>The Working Experience 3</b> -- pp: 46-50 "Getting Ahead" (Ss will learn about an immigrant woman medical technician. Written in simple past tense. Discussion Qs great for comprehension, past tense, and compound sentences.)  <b>Speak Out in English 2nd ed.</b> -- pp: 80-82 (Lists jobs and includes practice identifying them)  <b>Interactive English 1B</b> -- pp.84-86 List of general jobs. Practice asking others about jobs.
	<b>Intermediate 1</b>	<b>English in Action 3, ed. 1</b> -- pp: 208-209 (Lists occupations and includes a matching activity for the required level of education) <b>English in Action 3, ed. 2</b> -- pp: 208-209 (lists occupations) <b>Interactive English 2A</b> -- pp: 84-85 (Lists different & subject verb relationships & formation) <b>Putting it Together</b> p. 173-180 with several exercises
	<b>Intermediate 2</b>	<b>Interactive English 2B</b> -- p: 72 (What are you doing? Work and fun) <b>English in Action 4</b> -- p: 132 (Material for job discussion including pictures and questions)

### **Suggested games/activities for goal #1**

- Games:

- Game #11 - Build-A-Sentence
- Game #4 - Flash Cards Tarjetas
- Game #8 - Community Helpers Lotto
- Game #49 - Jobs Matching cards
- Game #49b - Identify jobs Flashcards

- Speaking Activities:

- Ask students about current and previous jobs they have had.
- Discuss what their different duties and roles were.
- Job posters

- Hanging Files:

- Job Words Alphabet
- Job Definition Match
- Jobs, Jobs, Jobs
- Jobs Vocabulary (Intermediate)

- Visuals:

- Labeling flip chart - Community workers page, ask students to identify workers
- Community Helpers poster
- "Untitled" - vocabulary of common jobs
- "Untitled" - vocabulary of common jobs
- "Untitled" - vocabulary of common jobs
- "Work Related Vocabulary" Practical Grammar

Goal	Level	Textbook Reference
<b>Goal #2: How to search for jobs (i.e. want ads).</b>	<b>Literacy</b>	None
	<b>Beginner 1</b>	<b>English in Action 1 , 1st ed.</b> -- pp: 188-189 (Contains template for filling out work experience and practice job ads) <b>English in Action 1, 2nd ed.</b> -- pp: 186-187 (Contains template for filling our work experience and practice job ads)
	<b>Beginner 2</b>	<b>English in Action 2, 1st ed.</b> -- pp: 97-100, 104 Classified Ads, salary/benefits, interviewing <b>English in Action 2, 2nd ed.</b> -- pp: 88 (example job posting)
	<b>Intermediate 1</b>	<b>English in Action 3, 1st ed.</b> -- pp: 210-211 (Future tense practice for obtaining a job) <b>English in Action 3, 2nd ed.</b> -- 210-211 (Future tense practice for obtaining a job) <b>Interactive English 2A</b> -- p. 86 (Lists want ads & multiple choice on reading the want ad) <b>Get That Job! Your Basic Skills</b> -- p. 24-25 Sample want ads
	<b>Intermediate 2</b>	Mad Libs - This can fit into any topic. It would be fun to work through several with advanced students. Discussion is important here. Ask Diana or Phil to make a copy.

**Suggested games/activities for goal #2**

- Hanging Files:
  - Job Ads.
- Visuals
  - What are you good at? poster

Goal#3: Self-assess personal skills	Level	Textbook Reference
	<b>Literacy</b>	None
	<b>Beginner 1</b>	<p><b>English in Action 1, 1st. ed</b> -- pp: 183-189 (Matching of occupation and requirements/skills)</p> <p><b>English in Action 1, 2nd ed</b> -- pp: 185 (Discussing our jobs with classmates)</p>
	<b>Beginner 2</b>	<p><b>English in Action 2, 1st ed.</b> -- pp. 104 Job Ad with list of needed qualifications</p> <p><b>English in Action 2, 2nd ed.</b> -- pp. 88 Job Ad with list of needed qualifications</p>
	<b>Intermediate 1</b>	<p><b>English in Action 3, 1st ed.</b> -- p: 216 &amp; 258 (Listening activity requiring the student to pick out advantages and disadvantages about a potential career)</p> <p><b>English in Action 3, 2nd ed.</b> -- p: 216 &amp; 268 (Listening activity requiring the student to pick out advantages and disadvantages about a potential career)</p> <p><b>Interactive English 2A</b> -- p. 84 "Actions" (describes job)</p> <p><b>The Working Experience 3</b> -- "Learning on the Job" - p. 40-45. Based on a reading students complete exercises: sequencing, use of the past tense, word choice, antecedent review</p>
	<b>Intermediate 2</b>	<p><b>English in Action 4</b> -- pp: 140-41, 144 (Sample evaluations and Identification of job skills)</p> <p><b>Interactive English 2B</b> -- pp: 52-53 (Practice for creating sentences from information)</p> <p><b>Discussion Starters</b> --"You be the Judge: The New Job pp. 1-2 . Opportunity for advanced student to engage in discussion including backing up an opinion, evaluating expectations and fairness.</p>

### **Suggested games/activities for goal #3**

- Speaking Activities:

- "What's important to you?" - connecting skills to jobs
- "What are you good at?" - connecting skills to jobs
- "Who am I..? - Assessing jobs

- Hanging Files:

- Jobs Likes and Dislikes

- Visuals:

- What Are You Good At?

Goal	Level	Textbook Reference
<b>Goal #4: Apply for a job</b>	<b>Literacy</b>	
	<b>Beginner 1</b>	<b>English in Action 1, 1st Edition</b> -- p: 190 (Template job application) <b>English in Action 1, 2nd Edition</b> -- p: 187 (Template job application)
	<b>Beginner 2</b>	<b>English in Action 2, 1st ed.</b> -- pp: 102-103 Activities for sample interviews; Audio script is in the back <b>English in Action 2, 2nd ed.</b> -- pp: 86-87 sample interview activities
	<b>Intermediate 1</b>	<b>Interactive English 2A</b> -- p: 86, 87 (Simple job application)
	<b>Intermediate 2</b>	<b>English in Action 4</b> -- pp: 145 (Guidelines on researching a career)  <b>The Working Experience 3</b> -- pp: 75-79 "Being Accepted" (Ss will learn about Puerto Rican nurse who creates caring relationships with clients despite her employer's discrimination. Comprehension activities great for reading skills, Follow-Up activities great for discussing how to identify others' prejudices and overcome work-place discrimination)



**Suggested games/activities for goal #4**

- Games:
  - Game #30 - Cathy's Job Interview Cards
  - Game #7 - Community Helpers Lotto
  
- Hanging Files:
  - Interviewing

Goal	Level	Textbook Reference
<b>Goal #5: Fill out an application (Includes: understanding and completing job applications, resumes, and letters of application.)</b>	<b>Literacy</b>	None
	<b>Beginner 1</b>	<b>Speak out in English</b> -- p. 7 - First vs. Last names, pp. 95-96 - practice job application to be filled in
	<b>Beginner 2</b>	
	<b>Intermediate 1</b>	<b>Interactive English 2A</b> -- p. 87 (Lists a simple job application)  <b>English in Action 3, 1st edition</b> -- pp. 218-219, 221 (Sample resume with practice questions)  <b>English in Action 3, 2nd edition</b> -- pp. 220-223 (career goals, sample resume)  <b>Forms and Messages: Life-Coping Skills</b> -- p. 72-73 Applications for employment
	<b>Intermediate 2</b>	<b>Searching for a Job? 2nd Ed.</b> -- p. 8-9 Sample letters of application, p. 12-13 Sample resumes

**Suggested games/activities for goal #5**

- Hanging Files:
  - Applications #1 and 2

Goal	Level	Textbook Reference
<b>Goal #6: Interpret work-related vocabulary</b>	<b>Literacy</b>	<b>The Basic Oxford Picture Dictionary 2nd ed.</b> -- pp: 87-91 Contains activities that can be performed at a job
	<b>Beginner 1</b>	<b>Speak Out in English 2nd ed.</b> -- pp. 97-98
	<b>Beginner 2</b>	<b>English in Action 2, 1st edition</b> -- pp: 123-125, 93 (Matching for tools and activities), 107 <b>English in Action 2, 2nd edition</b> -- pp. 92-94 (tools, activities at work)  <b>The Pizza Tastes Great <u>Workbook</u></b> -- p: 92-94 - discuss looking for a new job with vocabulary, comprehension questions, and fill-in-the-bank exercises.
	<b>Intermediate 1</b>	<b>English in Action 3, 1st edition</b> -- p. 209 (Matching activity of education requirements for certain occupations)  <b>English in Action 3, 2nd edition</b> -- p. 209 (Matching activity of education requirements for certain occupations)  <b>The Working Experience 3</b> -- pp. 6-10 "Getting Paid" (Ss will learn about a Nicaraguan woman who earns her own paycheck for the first time. Comprehension Qs great for reading skills, Language Skills and Follow-Up Qs introduce ideas of benefits, workers' comp., dependents, and Unions)  <b>The Pizza Tastes Great <u>Workbook</u></b> -- p. 89-92 - more practice for the reading on pages 92-94 about searching for a new job in The Pizza Tastes Great textbook, including true/false exercises and word review
	<b>Intermediate 2</b>	

**Suggested games/activities for goal #6**

- Games:

- Game #11 - Build-A-Sentence

- Hanging Files:

- Work Vocabulary #1

- Visuals

- Orange poster with various vocabulary words
- Computer vocab

Goal	Level	Textbook Reference
<b>Goal #7: Using a telephone (i.e. to call in sick)</b>	<b>Literacy</b>	<b>The Basic Oxford Picture Dictionary 2nd ed</b> -- pgs. 62-63 - Basic ailments
	<b>Beginner 1</b>	<b>Speak Out in English</b> -- pp. 88-89 (Sample mini-phone interview)
	<b>Beginner 2</b>	<b>Interactive English 1B</b> -- pgs. 10-11 (Culture tips for phone calls and prompts for leaving voice messages)  <b>Conversations for Work</b> -- p. 45 Vocabulary for staying home from work
	<b>Intermediate 1</b>	<b>Interactive English 2A</b> - pg. 11 (Practice making a phone call about an absence), pgs. 15-16 (Dates and appointment practice for rescheduling)
	<b>Intermediate 2</b>	<b>English in Action 4</b> -- pg. 9 - Schedule vocabulary  <b>Interactive English 2B</b> - pg. 15-18 (Dates and appointment practice for rescheduling)

<b>Suggested games/activities for goal #7</b>	
---	--

- Hanging Files
  - "Calling in sick"

Goal	Level	Textbook Reference
<b>Goal #8: Understand procedure of interviewing for a job, such as dressing appropriately and selecting appropriate questions and responses</b>	<b>Literacy</b>	<b>The Basic Oxford Picture Dictionary</b> -- p. 48 pictures of appropriate work attire.
	<b>Beginner 1</b>	<b>English in Action</b> -- p. 182-191 Practice on questions that an employer might ask during an interview.
	<b>Beginner 2</b>	
	<b>Intermediate 1</b>	
	<b>Intermediate 2</b>	<b>Preparing For Your Interview</b> -- p. 15-21 Sample interview questions and how to appropriately prepare for an interview, p. 25-28 Different strategies interviewers might use to get more information and importance of body language/dress, p. 57-58 DO's and DON'TS for interviewing



**Suggested games/activities for Goal #8:**

--	--

Goal	Level	Textbook Reference
<b>Goal #9: Use requests, directions, instructions and commands</b>	<b>Literacy</b>	
	<b>Beginner 1</b>	<b>English in Action</b> -- p. 94 & 95 Giving directions in the downtown area of a city. <b>OR</b> <b>English in Action 2nd Ed.</b> -- p. 90 & 91 Giving directions in the downtown area of a city.
	<b>Beginner 2</b>	<b>Conversations for Work</b> -- p. 12-15 Giving directions in an office/identifying common places in an office <b>Interactive English</b> -- p. 26-31 Giving directions in a city. Practice questions involved.
	<b>Intermediate 1</b>	<b>Interactive English</b> -- p. 54-59 Giving directions to the post office. Practice questions involved.
	<b>Intermediate 2</b>	<b>Interactive English</b> -- p. 32-37 Giving instructions politely in a bank. Practice questions.

**Suggested games/activities for Goal #9:**

--	--

Goal	Level	Textbook Reference
<b>Goal #10: Follow, clarify, and give/provide feedback and instructions</b>	Literacy	
	Beginner 1	
	Beginner 2	<b>Conversations for Work</b> -- p. 65 Important safety instructions vocabulary, p. 97 Vocabulary words such as "Sorry to bother you" and "I don't know"
	Intermediate 1	
	Intermediate 2	

**Suggested games/activities for Goal #10:**

--	--