



The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

MASTER

Job Search – Week 1 of 3:

Unit Overview:

In this 3-week unit, ss will learn about where and how to search, apply, and interview for jobs. They will practice using a variety of resources to find and apply for jobs. They will review interview etiquette and discuss the do's and don'ts of interviewing. They will learn how to best answer common interview questions. They will also practice actual interviewing skills through mock interviews.

The first week will focus on identifying different jobs and the skills they require. Students will write and share about their current and past jobs. Students will also perform self-assessments to discover the careers they are best suited for.

The second week will focus on searching and applying for jobs. Students will practice using online job searches and applying for jobs using both paper and online applications.

The third week will focus on interviews. Students will learn how to properly navigate an interview. They will practice answering interview questions and participate in a mock interview.

Throughout **all the weeks** teachers should make sure they are planning lessons which require the students to use reading, writing, speaking and listening skills equally.

Unit Objectives:

After this unit students will be able to...

- ...describe their current job
- ...use the past tense to correctly describe past work experiences
- ...read and interpret job ads both in print and online

- ...correctly use online job search tools
- ...fill out a simple job applications both in print and online
- ...correctly answer common interview questions
- ...correctly navigate job interviews

Unit Outline:

Week 1 - Talking About Jobs & Looking for Jobs

Monday: **Job Titles & Duties** / *Names of occupations and skills & abilities verbs*

Tuesday: **Current & Past Jobs** / *The past tense and writing about present & past jobs*

Wednesday: **Self-Assessment** / *Identifying personality types & personal skills*

Thursday: **Job Advertisements** / *Understanding how to decipher a job advertisement*

Week 2 - Looking for Jobs & Applying for Jobs

Monday: **Online Job Searching (Day 1 of 2)** / *Using online tools to search for jobs*

Tuesday: **Online Job Searching (Day 2 of 2)** / *Using online tools to search for jobs*

Wednesday: **Job Applications (Day 1 of 2)** / *Filling out paper job applications*

Thursday: **Job Applications (Day 2 of 2)** / *Filling out online job applications*

Week 3 - Interviews

Monday: **Intro to Interviews** / *Introduction to the Interview process*

Tuesday: **Interviews (Day 1 of 2)** / *Practicing Interviews & learning about references*

Wednesday: **Interviews (Day 2 of 2)** / *Practicing Interviews & writing thank you notes*

Thursday: **Unit Review** / *Review lessons learned during whole unit*

MATERIALS

SS01 - Stand Out: Level 1 (*Second Edition*)

SS02 - Stand Out: Level 2 (*Second Edition*)

SS03 - Stand Out: Level 3 (*Second Edition*)

GIA1 - Grammar in Action: Level 1

GIA2 - Grammar in Action: Level 2

GIA3 - Grammar in Action: Level 3

LP2 - LifePrints: Level 2 (*Second Edition*)

LP3 - LifePrints: Level 3 (*Second Edition*)

RLE1 - Real Life English: Level 1

RLE2 - Real Life English: Level 2

RLE3 - Real Life English: Level 3

SE2 - Survival English: Level 2 (*Second Edition*)

SE3 - Survival English: Level 3 (*Second Edition*)

GW1 - Grammarwork: Level 1 (*Second Edition*)

GW2 - Grammarwork: Level 2 (*Second Edition*)

OXPD - Oxford Picture Dictionary

Job Search: Monday, Week 1 of 3

Job Titles & Duties / Names of occupations and skills & abilities verbs

Lesson Objectives:	Materials
<ul style="list-style-type: none">Students will review the names of different occupationsStudents will review skills & abilities verbs (<i>wash, clean, drive, etc...</i>) and use them in sentences using "can".Students will match different occupations with the skills & abilities they require	<p><u>Review Occupations:</u> GIA1: 64-65 SSO3: 101 "Brainstorm around a Word" activity (Find at the end of the lesson.)</p> <p><u>Skills & Abilities Verbs:</u> LP2: 6-7 SSO2: 124-125 SSO3: 102-103 GIA1: 66-67 (<i>activity B</i>) "Miming" activity directions (Find at the end of the lesson.)</p> <p><u>Match Occupations & Skills:</u> SSO4: 101-103</p>

Activity Ideas:

Warm-Up:

Model and lead a "mingle activity" where ss ask each other what their jobs are, both in the US and in their home countries.

Review Occupations:

- Have Ss do a vocabulary warm-up centered around jobs to find out what occupations they already know. ***Please leave this list in your lesson report for tomorrow!**
 - A good warm-up would be V2, "Brainstorm around a Word", from the list of Review Activities.

Skills & Abilities Verbs; using "can":

- Use activity V10, "Miming", from the list of Review Activities. To start this activity, write a list of skills & abilities on the board. The Ss can take turns volunteering to come to the front of the class and mime one of the words while the other Ss try and guess what they are doing. When someone guesses correctly erase or take down that word and have another learner come up and repeat the activity. Keep going until all of the words have been mimed & correctly identified.
- Choose an activity for ss to practice using "can" with the verbs above. For example: distribute pictures of workers to pairs of ss. They spend the first part of the activity *orally* producing sentences like "a mechanic can fix cars"; "a painter can paint" etc. They spend the second part *writing* their sentences. Then they can share their pictures & sentences with the class.
- Use GIA1, page 67. Have the Ss answer the questions from Activity B on page 66. You can add or remove questions to tailor this activity to your class. When everyone is done with the questions for each picture, have volunteers share their answers and discuss as a whole class.

Match Occupations & Skills:

- Have the Ss work on SO4, page 101(B), in groups and then discuss as a whole class.
- Have Ss complete SO4, page 102(C) and then discuss as a group. See how many new jobs the class can add to the list.

Ideas for Writing Review/ Warm-Ups

W1. Journal Writing

5-10 minutes of journal writing is an effective way to begin classes each day. Write a topic on the board before students come in and have them start writing immediately when they sit down. Or, put topic strips in a jar and let them choose one each night. (Teacher-chosen topics are nice, because you can pick a topic that relates to the class's topic or that elicits a particular grammar structure).

W2. Story Starters

Give students the first sentence or two of a story, and have them write the rest. You can have each student write his/her own story, or give them a time limit to write, and then have each student pass his/her paper to the left and continue the story on that paper. This works well when the story elicits vocabulary that you have recently studied or that fits with the class's topic for the day.

Ideas for Vocabulary Review/ Warm-Ups

V1. Blackboard Bingo

Write 10-15 words on the board to review. Tell students to choose any 5 words and write them in their notebooks. Then, call off random words and have students cross out words in their notebooks if one of theirs is called. The first one to cross off all the words yells 'Bingo' and wins.

variation: Instead of calling off the words themselves, give a definition for one of the words. Students have to recognize which word you are defining and cross off the correct word.

variation: In order to win, the first student to have a Bingo has to correctly define the words he/she has crossed off or use each word in a sentence.

V2. Brainstorm around a word

Write a vocabulary word in the middle of the board. Ask students to suggest any words they associate with it. Then, draw a line out from the center word and write the word they suggest until you have a spoke pattern with several words around the original word.

variation: Limit the words they can suggest to a particular class of words. For example, put a noun in the middle as the original word, and tell students they must suggest adjectives that describe the noun.

V3. Categories

Ask students to draw 2 or 3 columns on their papers and give them a category heading for each category. For example, if you are studying food, you may use the categories

breakfast, lunch, dinner. Have the students write as many words as they can under each category in a given amount of time. For example, under "lunch" they might write "soup, sandwich, fruit, pizza, etc.."

variation: Instead of having students come up with the words to put in each list, dictate words to them, and they have to decide which column to put each word in.

V4. Dictation

Dictate sentences to students that use vocabulary from recent lessons. Or, dictate single vocabulary words for students to spell.

variation: Have a dictation relay. Write several sentences or single words on a piece of paper and put it in the front of the room. Put students into pairs or groups. One student is the reader and another student is the writer. The reader must go up to the front of the room, read as much as he/she can, memorize it, and quickly go back and dictate it to the group while the writer writes it down. Then, the reader goes back to read the next part, memorizes it, and returns to the group to dictate it. Repeat the process until one group has finished. Check for accurate grammar and spelling (and accurate content!).

V5. Erasing Words

Write about 10 words on the board that the students are studying. Give the class time to look at them and remember how to spell them. Then, point to a word and erase it. Students must write the word with correct spelling in their notebooks. Do this until all the words are erased.

V6. Favorites

Write the names of about 5-6 related items on the board (different colors, different foods, different sports, etc.) Have students copy the words in their notebooks in the order of preference: their favorite should be 1. When they've finished, have them compare with others, or take a poll to see which choices are the most popular.

V7. Feel the Object

Bring in several items whose names have been recent vocabulary words. Put the items in a bag and have students feel the objects through the bag and try to identify them. (This would work well for classroom objects, possibly food, maybe some health terms, but would not work with more abstract words)

V8. First, Second, Third

Give students each a card with a vocabulary word on it. Have them line up according to alphabetical order of their words. You could leave one student without a card whose job it is to check the correctness of the order.

variation: You could also do this with other concepts, such as how far they travel to school (for transportation/ length vocab.) or what time they wake up or go to bed (for time vocab.), etc.

V9. Imaginary Classroom/ House

To practice classroom words and/or prepositions, tell students to imagine that the classroom is empty—no furniture, no people, no objects. They have to create their idea classroom by describing what it could look like. (For example, there is a computer in the corner. There are six chairs around a table. There is a white board on that wall. There is a painting on the other wall. etc.)

variation: Do the same activity using a room in a house instead of a classroom.

V10. Miming

Write a list of vocabulary on the board (this works best with verbs!). A student comes to the front of the class and mimes one of the words while the other students guess. When someone guesses it, erase that word and have another student come up to mime a new word.

V11. Cloze Story

Create a short story with some of the words missing (preferably vocab words that the students have recently studied). Students need to put the appropriate word in the space.

variation: you can make this activity easier by providing a word bank with words to choose from.

variation: you can make this a listening activity by reading the story aloud and students must listen for the missing words.

V12. Recalling Words

Write up to 15 words on the board that you want to review. Make sure they understand all of the words. Give students a couple minutes to look at the words and then erase or cover them. Individually or in pairs, have students try to remember as many words as they can and write them down. Whoever remembers the most wins.

V13. Talking about a Picture

Bring in a picture or draw one on the board (preferably one that relates to the topic you are studying). Students must look at the picture and make sentences about it (or just say words for lower level). See how many sentences the class can make in 3 minutes. Or, set a number of sentences they must get to.

variation: Split the class into small groups. See which group can make the most grammatical sentences about the picture (or write the most words, for lower level).

V14. Songs

Choose a song that uses some of the vocabulary words you want to review. Prepare a cloze activity—write out the lyrics, but leave some words out. Students must fill in the missing words as they listen to the song. Students will remember the vocabulary best if the words you want to review are the words they must listen for.

V15. Picture Stories

Give students a set of pictures that tell a story related to your vocabulary words (like comic strip pictures). Have them use words you want to review to write dialogue or text to tell the story they see in the picture.

Ideas for Pronunciation Review/ Warm-Ups

P1. Jazz Chants

Jazz chants are a great way to practice pronunciation features such as rhythm, intonation, consonant sounds, and vowel sounds. You can google jazz chants online, or use Carolyn Graham's books of jazz chants.

P2. The Way You Say It

Write one word or short sentence on the board. Have students say it in different ways to convey different meanings. (For example, take the phrase "Good morning" Students can say it in a way to convey anger or sadness, they can say it with rising intonation to make it sound like a question, etc.) Talk about how different intonation will show different feelings or meanings.

Ideas for Grammar Review/ Warm-Ups

G1. Chain Story (practicing past tense)

Tell the first sentence (or few sentences) of a story in the past tense. Then, go around the room and have each student tell the next part of the story. Have students pay attention to past tense verbs while they are listening.

variation: Give each student a handout with the first sentence of a past-tense story. Give them 3 minutes to add as much as they can to the story. Then, have them pass their paper to the left. Give them 3 more minutes to read and add to the story. (continue this for a few rounds). For the final interval, tell students that they need to write the ending for the story. At the end, have students underline/edit all the past tense verbs in the story that they have in front of them. Ask for a few volunteers to read particularly good stories.

G2. Changing Sentences (practicing sentence structure)

Write a sentence on the board with a pattern that you have been practicing. (For example, if you've been practicing simple present with adverbs of frequency, you could write, "She usually comes to class.") Then have students one by one change one element of the sentence and write it on the board.

It might go something like She usually comes to class. She never comes to class. She never goes to class. He never goes to class. He never goes to the bank. You never go to the bank. (etc...)

G3. Compare Yourselfs (practicing comparative adjectives)

Put students in pairs and have them write or say sentences comparing themselves. (For example, "I am shorter than you are.") To make it more difficult, tell them that they cannot use examples that they can see without talking—they have to have a conversation and ask questions to find the differences.

G4. Correcting Mistakes (practicing any structure)

Write several sentences on the board with deliberate mistakes in the grammar structure that you want to target. Have students work alone or in groups to correct the mistakes (you may want to tell them how many mistakes are in each sentence)

G5. Expanding Headlines (practicing sentence structure)

Pick out abbreviated headlines from news stories, like "U.S. Commander in Middle East to Retire Early" (or something simpler is ok too!). Have students use the information in the headline to create a complete sentence.

G6. Find Someone Who... (practicing questions/ practicing verb tenses)

Create a short list of statements using a verb tense that you have been practicing. Have students walk around and ask questions to find someone for whom the statement is true. (For example, to practice present perfect verbs: Find someone who... has traveled to Canada, has read a novel in English, has worked in a restaurant, has owned a pet fish, has driven a motorcycle, etc.) It's good to focus on correct question formation or correct verb tense with this activity.

G7. If I had a million dollars (practicing unreal conditionals)

Ask students to generate ideas of what they would do if they won a million dollars. They need to use "would" conditionals in their answers. (For example, If I had a million dollars, I would travel to Antarctica." It's fun to use the song "If I Had a Million Dollars" by the band Barenaked Ladies with this activity.

G8. Jumbled Sentences (practicing sentence structure)

Choose a sentence (or several sentences) that uses a grammar structure that you have been practicing. Write it on the board in a jumbled order or give students cards with one word on each card. Have them make correct sentences from the jumbled words.

G9. What is he/she doing? (practicing present continuous)

Ask for one volunteer student. Have the rest of the students close their eyes and listen. The volunteer should do something that makes a noise (like open the pages of a book, or dial a number on a cell phone). The students with their eyes closed need to guess what he/she is doing by calling out sentences using the present continuous (For example, "He is writing." or "He is scratching the table."). Choose another volunteer and do it again if you wish.

G10. Simon Says (practicing commands)

Play the traditional game Simon Says to practice new verbs using the command form.

G11. Listen to a Song (practicing any grammar structure)

Choose a song whose lyrics use a grammar structure that you are practicing. For example, "If I Had a Million Dollars" by the Barenaked Ladies shows a great use of conditionals. Many songs use the simple past, simple present, or continuous forms. Create a cloze worksheet in which students see most of the lyrics, but some of the words are missing (preferably, white out the words that use the target grammar structure). Students must listen carefully and fill in the words they hear.

G12. Picture Stories (practicing past tense, past continuous)

Give students a picture or a set of pictures that seems to tell a story (like a comic strip without any words). Have them create a text to go with the pictures, focusing on correct use of the past tense.

G13. What could you do with it? (practicing modals could/might)

Have two students stand up and face the class with their backs to the board. Write the name of a common object on the board (like a pencil, a telephone, a ball, etc.). Have students in the class suggest things that you could do (or might do) with the object. The two standing students have to guess what the object is. (For example, if the object is a computer, students could say things like: "You could use it for homework." "You might use it to surf the internet." "You could use it to listen to music" etc...)

Resources

Penny Ur and Andrew Wright, *Five-Minute Activities: A Resource Book of Short Activities*. Cambridge University Press, 1992.

Job Search: Tuesday, Week 1 of 3

Current & Past Jobs / *The past tense and writing about present & past jobs*

Lesson Objectives:	Materials
<ul style="list-style-type: none">Students will practice regular & irregular past tense conjugationStudents will share about their past and present jobs both orally & in writing	<p>Past Tense: GrammarWork 1: 131 GrammarWork 2: 117-118</p> <p>Past & Present Jobs: GIA1: 72 (<i>paragraphs=current jobs</i>) SSO4: 105 (<i>present jobs survey</i>)</p>

Activity Ideas:

Warm Up:

- To review yesterday's vocabulary use a picture with lots of people doing different jobs. Have Ss work in small groups or individually to write sentences about the picture using the jobs vocabulary learned yesterday. (Higher level ss can conjugate their verbs into the past tense.)
- And/or lead a dictation activity using job vocab, verbs, and "can".

Past Tense:

- Go over the rules for correctly using past tense verbs (*both regular and irregular*).
- Write a simple paragraph in the present tense about your current job or make up a short paragraph about a pretend persons job. Include the job title and duties.
 - Divide the class into pairs or small groups.
 - Have the Ss read the paragraph and locate all of the verbs.
 - Have the Ss change all the verbs from present tense to past tense.
 - Have the Ss re-read the paragraph with the verbs in past tense and decide if any of the other words need to be changed for the paragraph to be correct.

Past & Present Jobs:

- Ask each S to write a short paragraph about their current job. Divide the class into pairs or small groups and have the Ss share their paragraphs with their partner(s). After each S has read his/her paragraph to their partner(s), ask a few Ss to volunteer to read their paragraph to the whole class.
 - Have the Ss repeat the activity above, but this time they should write about a job they had in the past.

Job Search: Wednesday, Week 1 of 3

Self Assessment / Identifying personality types & personal skills

Lesson Objectives:	Materials
<ul style="list-style-type: none">Students will review occupation & skills vocabulary learned on Monday & TuesdayStudents will do online self assessments and discuss their results	<p><u>Review Occupation & Skills Vocabulary:</u></p> <ul style="list-style-type: none">GIA2: 6-7SSO2: 126 <p><u>Online Skills Assessments:</u></p> <p>Conversation about Jobs: Jobs Conversations Worksheet (Find at the end of the lesson.)</p> <ul style="list-style-type: none">The Insight Game: http://insightgame.org/game.phpCareers for Personality Types: http://www.personalitypage.com/careers.html

Activity Ideas:

Review Occupation & Skills Vocabulary:

- Have Ss write about a job they had in the past and why they liked, or did not like that job. When everyone has written something, have different Ss volunteer to share what they wrote about.
 - Please Note:** Yesterday, the Ss did a similar activity where they wrote a paragraph about a past job. For those Ss who participated in that activity, make sure they are writing about a different job than they wrote about yesterday.

Online Self-Assessments:

- The Insight Game**, located at <http://insightgame.org/game.php> (listed above in the "Materials" column), is a fun take on the Meyers Briggs test. The first page asks for an email address, but you can hit the **skip** button below the Name & Email boxes to take the test without entering anything.
- After the Ss have completed **The Insight Game** and learned their personality type, you can have them go to the **Careers for Personality Types** page, located at <http://www.personalitypage.com/careers.html> (listed above in the "Materials" column), to learn what kinds of careers are best for people with their personality type.
 - If there is time, have each Ss share some of the jobs that were listed for their personality type and discuss some of them. Some questions they could answer include; Have you ever had a job like this? Do you think that you would like a job like this? Why or why not? Do you have the skills for this job? What kinds of skills do you think you would need to work a job like this?

Conversations About Jobs

Preview to the conversation questions:

1. Vocabulary:

- **Read Naturally** –the name of a book to teach reading
- **Rang up** –(verb) past tense of 'ring up,' to add the total cost of things using a cash register
- **Qualified** –(adj.) to have the experience necessary to do a job well

2. Read about Jonna's work experience. What jobs has she had? What is she good at? Why?

In the past, I worked as a **cashier** at Cub Foods, a **waitress** at T.G.I. Friday's, and a **saleswoman** at Read Naturally. As a cashier, I talked to customers and rang up their food. As a waitress I talked to many kinds of people and made sure that they were happy and that they liked their food. As a saleswoman, I *also* talked to many kinds of people, but this time, I was trying to sell them Read Naturally products. I liked being a waitress the best, because I made good money and it was a lot of fun! I'm also good at it because I like people and I'm friendly. I did *not* like being a cashier because I had to stand in one place all day. I like to move around. There are many restaurants in MN so maybe I will try to get another job as a waitress. I would definitely be **qualified**.

Follow up questions (answer in complete sentences):

1. What jobs did she have, and what did she have to do for them?

2. What job did she like and why?
3. What job did she not like and why?
4. What job was she good at and why?
5. Is there a similar job in MN?
6. Is she qualified?

Ask your partner these questions. Listen to what they say and write down notes. When you're finished, you will have to introduce your partner's answers to the group:

1. In the past, what did you do for work? Tell me at least three jobs and describe what you did.
2. What jobs did you like and why?

3. What jobs did you not like and why?

4. What job were you good at and why?

5. Is there a similar job here in the MN?

6. What job would you be qualified for in MN?

Job Search: Thursday, Week 1 of 3

Job Advertisements / Understanding how to decipher a job advertisement

Lesson Objectives:	Materials
<ul style="list-style-type: none">Students will review the abbreviations commonly used in job advertisementsStudents will practice reading job advertisements and answering comprehension questions	<u>Job Advertisements:</u> GIA1: 69 LP2: 15 SS02: 127-128 SS03: 107-109 SE2: 214-215, 218

Activity Ideas:

Warm Up / Review:

- Choose a review activity that helps the learners to practice the job names and skill words they learned during the previous week, such as V4, "Dictation", from the list of Review Activities. In this activity the teacher dictates sentences to the Ss using vocabulary from recent lessons. You could also have a dictation relay where you write the sentences on pieces of paper and hand them out to the Ss . Then the Ss take turns reading their sentence while the other Ss write it.

Abbreviations:

- This should be a very quick review for the Ss, who most likely have all gone over this before. The T should write several common abbreviations on the board and have the Ss try to identify what word they stand for. When all the abbreviations have been identified, the Ss can add new ones to the list that they know.
 - As the Ss go over the ads below, if they come across a new abbreviation that they don't know, the T can add it to the list.

Job Advertisements:

- Use authentic job ads to introduce the format and vocabulary of job advertisements. Ask the learners what they know about job ads (*What are they for? Where do you find them?*) and make a list of what they know on the board (*KWL Chart*).
- Cut out job ads from the newspaper** (*or use examples from textbooks*) and get some job ads from online** (*or ask your coordinator to help you gather the ads*) and have the learners compare the two types of ads, looking for similarities and differences. Most likely, abbreviations will come up as a difference. You can then have the learners circle the abbreviations they see and go over them.
- Have the learners read various ads and answer comprehension questions to show that they understand the meaning. (*What are the hours? Is it full time or part time? What is the pay? Are there benefits? Do you need experience? How do you apply for this job? Etc...*)
- Use categorizing to practice understanding job ads. Write the categories (*eg: good pay, bad pay, benefits, no benefits, experience, no experience, apply on phone, apply in person, etc...*) on the board or place them around the room and give the learners sets of ads and have them read the ads and then decide which category they belong in and place them there.

