


<p><b>TITLE:</b> Communicating about Dream Jobs, Duties, &amp; Possible Workplaces</p> <p><b>ESTIMATED TIME:</b> 2.5 hrs</p> <p><b>LESSON OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to participate in short conversations about job titles, duties, and possible workplaces.</li> <li>• Students will be able to fill out a Job Information Form with necessary information.</li> <li>• Students will be able to use preposition “at” and modal “can.”</li> </ul>
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<p><b>Essential Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• duty</li> <li>• workplace</li> <li>• prepositions</li> <li>• opportunity</li> <li>• questionnaire</li> </ul>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Dream Job Survey (Hand out the day before the lesson, ask students to fill it out and return the following class for the lesson. Print and precut before handing out. Each sheet has four surveys. Print enough copies for the class.)</li> <li>• Communicative Pair Cards (Use to pair students. Print one and precut before class)</li> <li>• Communicative Practice Conversation Questionnaire (Print enough copies for class)</li> <li>• Application Job Information Form (enough copies for class)</li> </ul>
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**WARM UP (10 minutes)**

*This lesson incorporates your students’ dream jobs to engage and motivate students. The day before you give this lesson, hand out ‘Dream Job Survey’ and ask students to fill out three dream jobs (the first choice, second choice, and third choice) at home and bring the form back to class on the day of the lesson. Students who weren’t in class or couldn’t fill it out may fill it out at the beginning of the class. During the Warm Up, you will tally students’ dream jobs and choose three most desirable jobs for your class.*

Welcome students to class. Ask students to turn in their ‘Dream Job Survey.’ Read each job title and tally the numbers on the board. Dream job #1 earns (3 points), #2 (2 points), and #3 (1 point).

Example)  
 Student A-#1: Pharmacy technician, #2: Teacher, #3: Bus driver  
 Student B: #1- Custodian, #2-Teacher assistant, #3- Pharmacy technician  
 Student C: #1- Computer technician, #2- Office manager, #3- teacher

Pharmacy technician 3, 1  
 Teacher 2, 1  
 Bus driver 1, 1  
 Custodian 3  
 Teacher assistant 2  
 Computer technician 3  
 Office manager 2



**WARM UP (10 minutes)**

After tallying, you need to pick the top three jobs with the most points. For each job, read the job title out loud. If students are not familiar with the job titles, give a quick pronunciation lesson on how to pronounce them and demonstrate word stress. (tech/ni/cian)



**INTRODUCTION (15 minutes)**

After choosing the three highest scoring dream jobs, ask your students to talk about the required duties and possible workplaces for them.

Draw a chart on the board. First, fill out the three highest dream jobs. The jobs below are only examples. You need to use your students' top three dream jobs instead of the generic examples below.

Job Titles	Pharmacy Technician	Custodian	Computer technician
Duty 1	Fill Medicine.	Clean offices/classrooms.	Fix/repair computers.
Duty 2	Verify customer information like name and birthday.	Communicate with customers.	Trouble shoot problems.
Duty 3	Call insurance company.	Check schedules.	Communicate with customers.
Possible Workplace 1	CVS	School	Best Buy
Possible Workplace 2	Rite Aid	Hospital	Apple store
Possible Workplace 3	Walmart	Office	Office

Depending on your class' job choices, the duties and possible workplaces will differ from the above. As students share job duties and workplaces, fill out the chart. For job duties, think about authentic and everyday duties. Possible workplaces could even be one's own business or online jobs.



**PRESENTATION (25 minutes)**

*During the Presentation, you are going to demonstrate how to write complete sentences describing jobs and possible workplaces, using preposition "at" and modal "can."*

Write down one sentence on the board with a job title and a possible workplace.

Example)

A custodian can work at a hospital.

**Mini Grammar Lesson 1: Modal "Can" + base verb-** to express ability or opportunity

Point out to "can" and the following verb "work."

Write down the following example sentences. Tell students to write them down in their notebooks. Read the example sentences together. Underline the modal "can" and the following base verbs.



## PRESENTATION (25 minutes)

I can speak English. (ability)  
 I can ride a bicycle. (ability)  
 I can work at a school. (opportunity)  
 I can work at a hospital. (opportunity)

### **Mini Grammar Lesson 2: Prepositions of place - “at”**

‘At’ is used to discuss a certain point like an exact address or a general location such as a school, office building or hotel.

Choose the number one job choice from the class survey. (Refer to the chart in the Introduction.)  
 Demonstrate how to write complete sentences using the job titles and possible workplaces.

#### Examples)

A pharmacy technician **can work at** CVS.  
 A pharmacy technician **can work at** Ride Aid.  
 A pharmacy technician **can work at** Walmart.

Point out to the use of “can” and base verbs. Also, reiterate the use of the preposition “at” to discuss a certain, specific place.

Additionally, emphasize the use of a capital letter (uppercase) in the beginning of a sentence and company names. Remind students to use a period “.” at the end of each sentence.

(Mini Grammar Lesson: a/an indefinite article)

If you see that students need a mini lesson on when to use “a” or “an”, spend some time to go over that “an” is used if a following words begin with vowel *sound* (a, e, l, o, u).



## GUIDED PRACTICE (30 minutes)

*In the Guided Practice, students will write the number two and three job titles and workplaces, using the modal “can”, and the preposition “at.” Make sure you leave the job titles and duties chart on the board for students to see.*

Tell students they are going to write complete sentences about job titles and workplaces using the modal “can” and the preposition “at.”

Before writing the sentences on the board, ask students how to begin it. Give some time for students to orally provide you a second job title and possible workplaces.

Write down the sentences students provide. Here are some example sentences:

- A custodian can work at a school.
- A custodian can work at a hospital.
- A custodian can work at an office.



### GUIDED PRACTICE (30 minutes)

Circle the article “a/an.” Talk about how “a/an” is an indefinite article, and it is used to modify/describe non-specific or non-particular nouns.

After writing the sentences for the second job title and its possible workplaces, ask students to write the third job title. This time, give students five minutes to compose their sentences while referring to the chart on the board. Once students finish writing the sentences, ask three volunteers to write the sentences on the board.

Teacher Tip: It’s a good idea to give students opportunities to write on the board. Many of them really enjoy writing on the board and sharing in front of the class. After choosing the volunteer students, make sure you check their answers before they go up to the board. If you see mistakes, help them to make corrections beforehand. This way, you can help their experience positive and can encourage them to volunteer next time. \*An alternative once the class has created community is to have the class identify errors and help edit the errors. It is good to model editing with teacher errors first in order to avoid embarrassing your students.

Go over and read the three sentences on the board and point out to the use of “can” and the use of preposition “at.”



### COMMUNICATIVE PRACTICE (25 minutes)

*In the Communicative Practice, students will have short conversations about their dream jobs, duties, and possible workplaces with their partner. In order to pair students, hand out the Communicative Pair Cards to students. Make sure to print them out and pre-cut them before class. Ask students to find their partner by matching a job title with the corresponding job duty.*

After students are paired up, ask them to read each job title and its duty out loud. Help with pronunciation if needed. You will be using the pair cards one more time during Application. So collect the cards once students are done pairing.

Hand out the ‘Communicative Practice Conversation Questionnaire’ and go over it with your students. If students need help with the Communicative Practice, demonstrate how to ask the first question and answer with the class.

Give students about twenty minutes to ask and answer questions on the Communicative Practice Conversation Questionnaire. Remind students to practice the conversation only and that they don’t have to write down their answers on the form. Walk around and help out as needed; however, in order to promote fluency, give students enough room to practice and make mistakes.

Teacher Tip: Don’t be too quick to correct students when doing a conversation activity. If you notice many students making the same mistake, then talk about it to the whole class. Over-correcting students may hinder students from acquiring fluency and not correcting at all may prevent students from acquiring accuracy.



### APPLICATION (30 minutes)

*In the Application, students are going to read a job ad and fill out a 'Job Information Form.'* Hand out the forms and read the directions with students. First, students need to work individually. After they are done filling out the form, students will be paired to compare their answers.

Remind students about using capital letters for names, including company names.

After reading the directions to students, give students about fifteen minutes to read the job ad and fill out the form. Once done, pair students one more time, using the 'Communicative Pair Cards.'

Give paired students about ten minutes to discuss their answers. Walk around and help students as they compare their answers.



### EVALUATION: (15 minutes)

In order to evaluate, you are going to ask students one of their dream jobs and possible workplace. The best way to do this would be toward the end of the class. Toward the end of the Application activity, start walking around collecting the students' completed 'Job Information Forms' from students and ask a question, "So, what's your dream job and possible workplace?" or "What kind of job did you find?" Give students some time to answer your question. Make sure you keep this conversation short so that you can talk to everyone before they leave. While you assess your students, they can continue their conversation with their partner about jobs and duties.

Another way to evaluate is to assess the 'Job Information Forms' after you collect them. Make any corrections or suggestions on the forms and hand them back the next class.



### EXTENSION (Time may vary)

- Option 1: If time allows and you have an access to technology, demonstrate how to search jobs online for the Application activity. The most efficient way may be to use smartphones for searching jobs, duties, and possible workplaces. If some students don't have smartphones, pair students so that everyone can participate in the activity.
- Option 2: An extension activity may be for students to share their dream jobs and possible workplaces to the class the following day. Before handing back the 'Application Job Information Forms,' allot about twenty minutes at the beginning of the next class and ask students to recall their findings from the previous day and share the information. This will be a good exercise for them to refer to their findings without reading from the form. They have to try to remember and orally share the information.
- Option 3: If you have some students who already work, ask them to see if they would like to talk to other students about their suggestions on finding a job and what their workplace looks like. This will be a great opportunity for students to hear from their peers, and may even open up job opportunities for students.

CORE LESSON COMPONENTS:
<p><b>BASIC COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Complete a simple form with basic information.</li> </ul>
<p><b>COLLEGE/WORKFORCE PREP:</b></p> <ul style="list-style-type: none"> <li>• Identify jobs and job duties.</li> </ul>
<p><b>DIGITAL PREP:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of basic terminology by following simple oral commands (“open app”).</li> </ul>
<p><b>21<sup>ST</sup> CENTURY SKILLS</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking Skills</li> <li>• Collaboration &amp; Leadership</li> <li>• Agility &amp; adaptability</li> <li>• Initiative &amp; entrepreneurship</li> <li>• Oral communication</li> <li>• Written Communication</li> <li>• Access &amp; analyze information</li> <li>• Have &amp; use curiosity &amp; imagination</li> <li>• Play, passion &amp; purpose beyond the classroom</li> </ul>
<p><b>ONLINE RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Job search websites:  <a href="http://Indeed.com">Indeed.com</a>  <a href="http://CareerBuilder.com">CareerBuilder.com</a>  <a href="http://ZipRecruiter.com">ZipRecruiter.com</a> </li> </ul>

ADAPTATIONS (Time may vary)
<p><b>Multi-level:</b>          When evaluating, you may ask more advanced students to walk around and ask the questions instead of you trying to talk to everyone.</p> <p><b>High Tech:</b>          If it is possible to work in a computer lab, give students enough time to search jobs and job-related information online.</p> <p><b>Low Tech:</b>          Students need to use their smartphones if technology is not accessible at your site. Remind students to bring their fully-charged smartphones for the Application activity. Again, if not everyone has a smartphone in class, try to pair or group them so that they can still participate in the Application activity.</p>

TEACHER TIPS:
<ul style="list-style-type: none"> <li>• <b>Warm Up:</b>              This lesson incorporates your students’ dream jobs to engage and motivate students. The day before you give this lesson, hand out the ‘Dream Job Survey’ and ask students to fill out three dream jobs (the first choice, second choice, and third choice) at home and bring the form back</li> </ul>

**TEACHER TIPS:**

to class on the day of the lesson. Students who weren't in class or couldn't fill it out, may fill it out at the beginning of the class. During the Warm Up, you will tally students' dream jobs and choose the three most desirable jobs for your class.

- **Guided Practice:**

It's a good idea to give students opportunities to write on the board. Many of them really enjoy writing on the board and sharing in front of the class. After choosing the volunteer students, make sure you check their answers before they go up to the board. If you see mistakes, help them to make corrections beforehand. This way, you can help their experience positive and can encourage them to volunteer next time. \*An alternative once the class has created community is to have the class identify errors and help edit the errors. It is good to model editing with teacher errors first in order to avoid embarrassing your students.

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