Class: ELL 3 Teacher: MJ Jouttenus

Lesson: Careers Date: 1/7/14

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| Skill Objective #1 (Students will be able to…) …use future time clauses in statements |
| Content Objective #1 (Students will know that…) …there are different career options and how to get there. |
| Frameworks: L2.4b, L2.4c, S2.4c, W1.4d, W2.4a |
| Activitiesa. Turn to EIA p. 208, ask the students if they know the name of the jobs in the pictures, in pairs, use the discussion questions to see what types of careers they are interested in, see if they can fill in the chart on the next page that matches occupations with required education.b. Discuss time clauses, write *if, before, after, as soon as,* and *when,* on the board, see if they can write sentences using them in present tense, then add a future tense clause; e.g., *After I graduate from SCALE, I will apply for community college.* Find a new partner to do the exercises on p. 210-211, follow up as a classc. Have the students write 4 sentences about themselves following the model, change papers with a partner for a quick proof, turn them in |
| Materials: *English in Action 3* |
| Assessment #1Check the sentences with future time clauses they wrote about themselves |
| Wrap Up ReflectionAsk the students if they are interested in learning more about some particular occupation, challenge them to look up more information online (using what we did the the computer lab previously) |
| Skill Objective #2 (Students will be able to…)…answer questions about past jobs, abilities, and future plans |
| Content Objective #2 (Students will know …) … how to answer interview questions and how to act in an interview |
| Frameworks: S1.4a, S1.4b, S2.4c, S3.4b |
| Activitiesa. Ask the students what experiences they have had with interviews in the United States, have students share their stories, have students role-play “Awfully Awful,” ask students what was wrong about that interview, make a list of how to do better, turn to EIA p. 176 and see if there are any more tips we could add to the listb. Listen to the interview on the CD, answer the questions about Sharon in pairs on p. 177c. Have the students answer the interview questions individually, then share their answers with a partner to see if they are understood, add the following questions: Do you have any problems with English? What do you know about our company? What’s important to you in a job? What are you short and long range goals?d. Now role-play interviews, have students interview each other and give one positive and one thing to improve, more role-play with a new partner |
| Materials: Copies of “Awfully Awful,” English in Action, EIA CD |
| Assessment #2Monitor interview practice |
| Wrap Up ReflectionAsk if the students feel more prepared for interviews, ask what they can do to get more ready, i.e., learning more about the company beforehand |