Class:\_ELL 1 Teacher: Anne Perämäki

Theme/Lesson: What do you do, what do you do in your job, and in which order. Date: 12/3/2013

**ESSENTIAL QUESTION(S)** (How does this lesson relate to student goals and interests?):

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| 1. The life and language skills in this lesson are important because everyone in my class is employed and needs to be able to state the name of their job and their duties/routines at work, both for social reasons, and for work and job-getting reasons. |

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know ….) | **Frameworks Strands & Standards** |
| -that what they do for a living has a *job title*-that what they do is an *occupation*-that what they do at work in a certain order is their *work routine*-that where they work is their workplace  | L2.2aL3.2eS1.2bS2.2b. S2.2cS3.2dR2.2f, R2.2jR3.2b**Intercultural knowledge:**  Most of the women in my class are housecleaners. We have talked a bit about how this occupation is different in Brazil and in the US. Saying and feeling that you are **self-employed** has a different ring to it than saying you are a servant. You are your own boss, and you have clients. You may or may not accept the job that is being offered. The money you make is all yours.**Navigating Systems:** This is a bit of detour, but I do remind the housecleaners that when they start in a new job, if there is something that they don’t want to do for whatever reason, the time to say it is before they start. *I vacuum, dust, mop the floors etc., but I don’t scrub the tiles of the kitchen floor on my hands and knees etc.*  |
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| **Skill Objective(s)** (Students will be able to…) |
| 1. Understand the questions *What do you do* and *What is your occupation* and answer appropriately2. Ask and understand questions to and about other people’s occupations3. Describe their and others’ work routines4. Understand and ask questions about their and others’ places of employment, i.e. *Where do you work?* |
| **Language skills** (Students will be able to…)Grammar: Use the correct form of the verb to be ( I am X, she is Y)Use the question words what, where, whenForm and understand wh-questions with the verb to be as well as with other verbsUse words for chronological sequence: first, then, next, lastPrepositions of time and place Use correct vocabulary needed for the actions at their job(vacuum, mop, wipe, sweep, mix, put on shelves, move etc.)   |

**ACTIVITIES:**

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| 1. Write the goals of the lesson on bb: **Talk about occupations, work places and work routines.** Make sure students know what you are talking about, most will know occupation, but routine might have to be explained. 2. We check the 2 homework assignments, which were a reading about two jobs from our textbook as well as finding vocabulary to describe their job in a dictionary.) We answer the comprehension questions. I walk around and check that everyone has actually done the assignment for the reading and the vocabulary finding. 3. Point to previously written question on bb.The question is *What do you do?* The topic has been touched upon previously, so some students should remember what it means. Ask a random student—if s/he knows the meaning, ask everyone. If not, review. Then say that you can also *ask What is your occupation* and that the answer is the same, *I am an X.*Continue with the oral practice: What am I? Hopefully the sts will provide the correct answer. *You are a teacher.*4. Since many of the sts have the same occupation, we choose a few others for variety. I’ve brought sheets with pictures of common occupations to class. The jobs are waitress, cook, baker, nurse, bus driver, cashier, hotel housekeeper. Try to elicit the names of the occupations from the students. Write them on the bb. (They might know most of them.) 5. Assign an occupation to everyone. Have them write it on a piece of paper in large letters and place the paper in front of them. Have one volunteer go around the room and ask *what does s/he do* and another volunteer answer. They might get the question wrong, in which case I will try to get someone to correct them. Listen for pronunciation difficulties, model the correct pronunciation. Choose two more pairs of volunteers.6. Pair practice. The sts keep their assigned occupations, but this time they ask and answer in pairs. We add *How about you?* to make it more conversation-like. Walk around to listen in on the dialogs, correct where necessary.7. Ask student again *What do I do?* I believe everyone will know the answer and then I’ll ask *Where do I work?* Most of them will know the answer to this one as well. I’ll ask the first student on my right *Where do you work* and he will say *at Market Basket.* Then I’ll ask everyone *Where does Roberto work?* Someone may be able to provide the grammatically correct answer. They will all remember Market Basket because it’s familiar to them. I’ll *say That’s right, he works at Market Basket.* To reinforce what we just learned I will also ask abouthis (real) job. Then I’ll say something like*.but how about the housecleaners? Where do they work?* Someone might say *in houses.* (In this class, we’ll concentrate on housecleaners.)I’ll say yes, in many different houses. You can say: *I’m a housecleaner, and I work in clients’ houses, in many different places.* Write it on the bb. *Go around the room and have students ask the next person What do you do and where do you work.* If they don’t know, they will be provided with the vocab. Bakery, hotel, etc. **This should take us to break time**.8. After the break, ask a few students what they do to refresh their memory.Then, try to get a housecleaner to tell what she actually does in her job, in a typical house. It might be difficult to elicit answers because they might not understand the question. ( I have worked out the details of a typical housecleaner’s routine in advance with one of the students and sworn her to secrecy as well as silence unless I call on her.) I demonstrate chronological order to the class by to taking a drink of water. I say *first* and take the bottle out of my bag. I indicate that I want them to say it. Everyone says together, *First, you take the* *bottle from your bag*. I say, *next* and unscrew the cap, have the describe the action, then I say *then* and take a drink and have them say it. *Next* I take a drink, *then* I close the cap and *last* I put the bottle back in bag. Ask a couple of volunteers to repeat the sequence, help where necessary. Make sure everyone understands “right order.” Demonstrate with numbers, I, 3,7, 2, 6, 4, 5. Put up a poster with ”wrong order” pictures of typical actions of a person who bakes a cake. Together with the class, put the actions in the correct order, using works like first, then, next, last. Every picture has a letter. At the bottom of the bb there is a line with numbers, they have to put the letters in the right order. When done, I ask my collaborator housecleaner to tell about the tasks in her job. When she’s finished, I ask the class: What does she do first, etc. If they don’t remember, I ask my collaborator to repeat. 9. Pairwork. When it seems that everyone is done, I hand out envelopes with the housekeeper’s story cut into strips and put in random order. Each pair works to put them in order, I walk around and see how they are doing. The winning pair gets a prize. This should take us to the end of the class. If not, we do a cloze exercise (individually, with more or less the same story but the focus is on vocabulary.) If they worked faster than I anticipated, we’ll do the cloze in class.) I tell them that we will continue in the next class with the remaining actual jobs of the students in my class (baker, supermarket clerk, laundry worker, baby sitter,carpenter). Their homework is a worksheet on which the actions of a person doing the laundry in a laundromat are in correct order, (in pictures and words) but they have to insert the words first, next, then and last.  | **Strategies/Resources for Learning** If they work with others, they should see everything as a time to learn English, not only the class. Ask your co-workers the names of things, processes, actions. Try to make a habit of writing things down.Their co-workers might be happy to help.  |

**MATERIALS:** Teacher made posters, the blackboard, sentence strips exercises, cloze exercise with emphasis on sequence words.

**ASSESSMENT(S):**

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| **In class immediate assessment**: The assessment is built in in every exercise: If the students can describe what they (and others) do in their jobs, and in which order, they have mastered the material.  | **Ongoing**: This lesson is literally ongoing since we basically covered only one of the real occupations that the students have. All of Tuesday’s lesson will be reviewed at least briefly in Thursday’s class.  |

**WRAP-UP & REFLECTION:**

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| Putting events and actions in correct order is a very important skill in both spoken and written communication. In Thursday’s class, we have to review some of quite common verbs that apply to almost every work situation.  |

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