Class:\_\_ELL 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_Arlyce Menzies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme/Lesson:\_\_Job Titles and Duties\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_TBD\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. There is a wide variety of jobs at different levels and in different fields and each job has a set of duties and responsibilities. | **L/S:**  L1.4b Listen and understand short connected statements/ask and respond to questions on familiar topics when spoken at moderate rate  S1.4a Request and provide information with elaboration beyond the minimum  S2.4c Use intermediate grammatical structures  **R:**  R3.4d Use a graphic organizer to organize words  **W:**  W2.2b Use vocabulary related primarily to everyday needs, descriptions, and daily activities  W2.2c Write a complete simple sentence  W2.2d Use basic grammatical structures |
| 1. My time, skills, and experience are valuable in my role as a working person (employee, self-employed, working at home, etc.). |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Identify at least five job titles and tell at least three related job duties   in Present Simple tense, third person singular. (He cleans; She manages, etc.) |
| 1. Write and summarize aloud at least four correct sentences in Present Simple tense about their own jobs and classmates’ jobs (or work at home, etc.), two of these using *need* and *like*. |

**ACTIVITIES: MATERIALS:**

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| 1. Warm-Up: Show pictures of jobs. Students name as many job titles as they can. Brainstorm and make a vocabulary web on the board of duties related to each (or some) of the jobs, using 3rd person singular. 2. Individually or in pairs, complete the three worksheets on job titles and duties. Go over these as a class, writing any new vocabulary on the board. 3. Review and write examples on the board of *want*, *need*, and *like* with infinitives. Go over the example on the chart. Students fill out the chart individually. Then, interview two classmates and write complete sentences about them. Check each other’s sentences and correct. 4. Discuss the charts as a class. (If there is extra time, students can discuss in groups first and find classmates with similar jobs.) Who has the same job? What do people generally like about their work? What skills do you have? | * Job pictures * Three worksheets from <http://www.ccsf.edu/Services/CTE/ove/OISCurriculum2.pdf>   Job Titles, What Do They Do?, and Job Duties   * Your Work chart (modified from website above) * Jobs Crossword from   [www.bogglesworldesl.com](http://www.bogglesworldesl.com) |

**ASSESSMENT(S):**

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| **Performance:**  Teacher observation of oral answers to job titles and duties in Warm-Up, written work (chart), oral responses to Wrap-Up questions, and reporting about charts | **Ongoing:**  In future classes, revisit job possibilities, especially if a student learns about a new job, changes jobs, or knows someone who got an interesting job. Jobs Crossword can be assigned as **Homework** and checked. |

**WRAP-UP & REFLECTION:**

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| Discuss as a class: Did you learn anything new about work? How often do we rely on others’ skills and work in our lives? Who helped make your day possible? (I live in a house and carpenters make houses. I drink coffee and farmers grow the beans. etc.) |