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# VESL –

VOCATIONAL  
ENGLISH AS A  
SECOND LANGUAGE



Courses A & B  
Curriculum Guide

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ENGLISH AS A  
SECOND LANGUAGE  
Courses A & B  
Curriculum Guide

By **Stephanie Sommers**  
April 2000

**Bridge to Advanced Technological Education and Employment Project**

For additional information, contact:

Davis Jenkins, Ph.D.  
Great Cities Institute  
University of Illinois at Chicago  
412 S. Peoria St. Suite 400  
Chicago, IL 60607

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can be downloaded from our Web site:  
<http://www.uic.edu/cuppa/techbridge/>

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This material is based on work supported by the National Science Foundation's Advanced Technological Education program under grant number DUE-9850327. The opinions, finding, conclusion, or recommendations expressed in this material are those of the authors and do not reflect the position or policies of the National Science Foundation.

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## Acknowledgements

This curriculum was developed by Stephanie Sommers of Sommers Consulting in conjunction with staff and instructors at Instituto del Progreso Latino, a community organization serving Chicago's Pilsen and Little Village neighborhoods.

It is part of a larger project, funded by the National Science Foundation's Advanced Technological Education program, to develop training programs that prepare disadvantaged adults for career-path employment and post-secondary education in advanced technology fields. This Bridge to Advanced Technological Education and Employment project is being carried out through a partnership of universities, community colleges, community-based organizations and industry groups in Chicago and Detroit. The following is a list of the partners and their role in the program.

**University of Illinois at Chicago** coordinates curriculum development and piloting of programs in Chicago, and provides technical assistance on instructional system design and program planning.

**Richard J. Daley College** (one of the City Colleges of Chicago) is providing instruction for the pilots in Chicago and developing student and instructor training curricula. It serves as subject matter experts on curriculum development teams to ensure that graduates are prepared for community college technical education.

**Instituto del Progreso Latino**, (a community-based organization serving the Pilsen/Little Village neighborhoods of Chicago) recruits and provides case management for students involved in curriculum pilots in Chicago. It assists in piloting student curriculum materials at community sites.

**Wayne State University** coordinates curriculum development and piloting of programs in Detroit. It provides technical assistance on instructional system design and produces multimedia software for ESL students.

**Henry Ford Community College** collaborates with the university, employer and community partners on development of student and instructor training curricula in Detroit. Its faculty serves as subject matter experts on curriculum development teams to ensure foundation for community college technical education. It pilots student and instructor curriculum materials in conjunction with community partners.

**Detroit Hispanic Development Corporation** recruits and provides case management for students involved in curriculum pilots in Detroit. It assists in piloting student curriculum materials at community sites and provides job placement assistance to program graduates.

**Academy for Educational Development**, a consulting firm based in Washington, D.C., is conducting a summative evaluation of project outcomes and impacts.

## 1. The VESL Program: Background

The Vocational English as a Second Language (VESL) program prepares intermediate speakers of English to improve their English language and job, computer, and basic math skills so that they can advance to better jobs and qualify for further education and training.

The program was developed as part of a three-year project, funded by the National Science Foundation's Advanced Technological Education program, that is seeking to pilot and disseminate instructional materials designed to prepare educationally disadvantaged adults for career-path employment and post-secondary education in advanced technology fields. This "Bridge to Advanced Technological Education and Employment" project is being carried out by teams of universities, community colleges and community organizations in Chicago and Detroit.

The VESL program was originally developed and piloted at the Instituto del Progreso Latino, a community organization in Chicago, which was having difficulty finding students from its largely immigrant constituents who could qualify for its Manufacturing Technology Bridge Program. The Bridge is an intensive 16-week training program in technical fundamentals and employment skills that prepares students for entry-level skilled jobs and community college technical education in manufacturing. Before the VESL program, only one in ten applicants to the Bridge had the English and other basic skills required for admission to the program. Now the two courses of the VESL fill the skills gap between IPL's basic ESL program and its Bridge program.

The following table shows how the two VESL courses fit into the overall ladder of programs through which students with particular levels of literacy and work readiness can advance over time to successively better jobs and higher levels of education and training.

## Bridges to Career-path Employment in Manufacturing Technology for Educationally Disadvantaged Adults

PROGRAM	Minimum Qualifications		PROGRAM GOALS
	LITERACY	EMPLOYABILITY	
<b>Pre-Technologist Bridge</b>	<ul style="list-style-type: none"> <li>▪ ≥ 10<sup>th</sup> grade TABE math</li> <li>▪ ≥ 8<sup>th</sup> grade TABE reading</li> <li>▪ HS diploma or GED</li> <li>▪ Basic technical skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employed or employable in entry-level skilled operator positions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employment: technician/ apprentice positions</li> <li>▪ Education: 2-year college technical certificate or degree, apprenticeships and vendor training</li> </ul>
<b>Intensive GED Prep</b>	<ul style="list-style-type: none"> <li>▪ ≥ 8<sup>th</sup> grade TABE math and reading</li> </ul>	<ul style="list-style-type: none"> <li>▪ Desires to secure well-paying, career-path job, yet lacks HS diploma or GED</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employment: credential required for career-path employment in primary labor market firms</li> <li>▪ Education: college credit education programs</li> </ul>
<b>Tech. Learning Skills Bridge</b>	<ul style="list-style-type: none"> <li>▪ ≥ 8<sup>th</sup> grade TABE math</li> <li>▪ ≥ 8<sup>th</sup> grade TABE reading or Intermediate ESL</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employed or employable in better semi-skilled jobs</li> <li>▪ Desires to advance to career-path, family-supporting jobs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employment: entry-level skilled operator positions</li> <li>▪ Education: community college advanced certificate programs</li> </ul>
<b>Pre-Bridge / VESL B *</b>	<ul style="list-style-type: none"> <li>▪ ≥ 6<sup>th</sup> grade TABE math and reading</li> <li>▪ Understands gist of most conversations</li> <li>▪ Can take tests in English</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employed for some time</li> <li>▪ Employer implementing teams or new technology with front-line workers</li> <li>▪ Mid-to-upper-level semi-skilled wages (\$7-\$9)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employment: higher paying semi-skilled jobs with participation in teams/cells</li> <li>▪ Education: tech prep bridge training</li> </ul>
<b>Pre-Bridge / VESL A *</b>	<ul style="list-style-type: none"> <li>▪ ≥ 4<sup>th</sup> grade TABE math and reading</li> <li>▪ Some comprehension</li> <li>▪ Has begun to read, write and speak independently</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employed for some time</li> <li>▪ Entry-level semi-skilled wages (\$6-\$7)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employment: higher paying semi-skilled jobs</li> <li>▪ Education: VESL/VABE B</li> </ul>
<b>ESL Level 2: Interm. Beginner</b>	<ul style="list-style-type: none"> <li>▪ Limited comprehension.</li> <li>▪ Limited reading, writing and speaking skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Laborer job</li> <li>▪ Minimum wage</li> </ul>	<ul style="list-style-type: none"> <li>▪ Education: To begin to read, write and speak independently. Enter VESL/VABE A.</li> </ul>
<b>ESL Level 1: Beginner</b>	<ul style="list-style-type: none"> <li>▪ Little or no comprehension.</li> <li>▪ No reading, writing and speaking skills in English.</li> <li>▪ &gt; 5 years education in home country.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Laborer job or unemployed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Education: To learn basic comprehension and conversation. Enter ESL Level 2.</li> </ul>
<b>Adult Basic Literacy</b>	<ul style="list-style-type: none"> <li>▪ No comprehension.</li> <li>▪ No reading, writing and speaking skills in English.</li> <li>▪ &lt; 5 years education in home country.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unemployed or laborer job</li> </ul>	<ul style="list-style-type: none"> <li>▪ Education: To learn basic comprehension and conversation. Enter ESL Level 1.</li> </ul>

The VESL courses can be adapted to programs that already serve immigrant populations and want to incorporate job, computer, and math skills into their ESL offerings. The VESL program is designed to be delivered in classrooms training at community organizations or through customized training at employer sites.



## 2. The VESL Program: A General Description

The VESL Program that was piloted and is now established at Instituto del Progreso in Chicago is composed of 2 courses that run for 14 weeks, 12 hours per week. Six hours per week are devoted to English language instruction that focuses on specific sets of job skills. Three hours of each week are spent on basic math skills, and three hours in a computer lab learning word processing skills. Students are admitted to the VESL “A” course when they can read and do math in English at the fourth grade level, based on the standardized Test of Adult Basic Education (TABE) test. Students are admitted to the VESL “B” course when their reading and math is at the sixth grade level.

The English language portion of the VESL Program itself has three components: grammar, a job skills topic, and writing. In addition, each course requires students to complete a final project that reflects the skills they have learned.

The VESL Program uses the Intermediate Level of Focus on Grammar (Longman, 1994) as the grammar text for both courses. This book was chosen for its straightforward approach to teaching grammar and because it is a rich source for grammar practice and classroom activities.

The job skills portion of each VESL course functions as the content around which English language skills – reading, speaking, and writing - are developed. In VESL A, students learn the specific language they need to role-play mock interviews and to write a resume. In VESL B, there are two options. The first is a communication skills curriculum for incumbent workers who need to learn to solve problems at work. Role plays concentrated on better communication with co-workers, supervisors, customers etc., help students identify communication problems on the job and come up with solutions. The second is a career-planning curriculum for classes of students that have been out of the job market for some time. Using this option, students research and present the career path they intend to follow.

Both VESL A and B courses, rely on an interactive writing technique called “The Writing Conversation” to give meaningful contexts for the grammar students have learned and to reinforce classroom activities. The Writing Conversation allows students to respond to questions relevant to the job skills explored and get immediate feedback from teachers. Students respond to a general question, pass their notebooks to the teacher who reads and responds with further individualized written questions. This writing back and forth allows students to become more comfortable with written expression more quickly and to generate more material. Additionally, written student work can be corrected in class editing exercises, be typed up and reintroduced to classes as high-interest reading and discussion material, and can be the used in final projects.

The Math portion of the VESL Program at IPL utilizes Contemporary's Number Sense series in whole numbers, decimals, fractions, and percent. Students are tested and placed into the appropriate workbook that they can work in independently, in small groups or at home. Teachers spend the first half of each class going over shared concepts in decimals, fractions, and percent and the second half tutoring small groups.

The Computer portion of the VESL Program at IPL teaches skills needed for operating Microsoft Office Software. After students have learned basic functions, they are given increasing more complex document samples they need to reproduce. Students work at their own pace and the instructor circulates to make sure students are making progress. Additionally, students have assignments from their English language class and spend time typing up specific assignments or working on final projects.

### 3. The VESL Curriculum

The curriculum presented here covers 84 hours/14 weeks of fully articulated lesson plans for the English language portion of the VESL Program. These lesson plans are designed to be highly interactive and to integrate grammar, job skills, and writing activities so that students can strengthen all areas of English language learning in meaningful work-related contexts.

The VESL A Curriculum works to give students the language they need to identify adaptive, transferable, and job skills, their past work experience, their strengths and weaknesses and possible job goals so they can role play interview situations and write a detailed resume. The curriculum emphasizes vocabulary building, extensive exercises in self-description, and practice of the present, present continuous, past, past continuous, and future tenses in conjunction with classroom activities.

The VESL B Communication Skills Option is designed to help students become better communicators in a work setting. Lessons give students the vocabulary and sentence forms they need to define good communication, identify problems at work, analyze these in terms of individuals' feelings and cultures, and role play and write about specific problems at work. Topics cover interactions with co-workers, customers, and supervisors, and how to negotiate for a better job. The grammar that supports these topics includes work on adjectives and adverbs, modals, and gerunds.

Students are asked to do a great deal of writing in this course to investigate specific on-the-job issues and to come up with solutions. Towards the end of the course, students are put into two groups to establish two publishing companies. These publishing companies are to assign each group member one of the following jobs: selection editor, copy editor, graphic designer, typist, publisher, and proofreader. Once the roles and responsibilities have been established, publishing companies are charged to transform student writings for class either into a Good Communications Manual or a Stories and Solutions Magazine. Students are to use their computer skills to publish edited work and distribute it as their final project.

The VESL B Career Planning Option is aimed at helping students articulate a complete career ladder for themselves that includes the job titles, wages, job responsibilities, and training required for each "rung" on their ladders. Students will be introduced to the opportunities in manufacturing, do interviews to establish the career ladder of someone they respect, chose a career ladder to research, and work in groups with others in similar fields to plan and complete the research. Students will be required to create a presentation of their findings complete with written introductions and visuals. The grammar studied in this option is the same as in the Communication Skills Option.

## 4. How Teachers Should Use the Curriculum

When using the VESL Curriculum (or any other pre-written curriculum), teachers should be clear that their first priority are their students. No matter how well planned a set of classroom activities might be, they do no good if they do not engage students in real learning. Teachers need to be vigilant when testing a curriculum to see which kinds of activities students respond to and which ones they don't. Different students have different learning styles, learning paces, and needs and will take to group work, games, and individual assignments in different ways. Thus, teachers need to be prepared to make alterations to the curriculum to be sure that their classrooms stay active and on-task.

Additionally, all teachers come with their own "bag of tricks" that they have developed and tested in classroom situations. The bag of tricks offered here should increase each teachers' and be modified based on the creativity and insight each teacher brings to their work. No lesson plan should be regarded as "the way the class must go". Instead teachers must bring the best of what they know to the material to experiment with it and come up with teaching strategies that are most effective with the students in their classrooms.

That said, successful additions, substitutions, and extensions to the curriculum need to be recorded so that other teachers using the curriculum can benefit from them as well. This curriculum comes with a sheet for evaluating the given material and for designating the changes that teachers make as they go along. Teachers need to fill these sheets out and include new materials they used in a notebook that chronicles the use of the curriculum. Eventually, after several uses, the curriculum should have accumulated a greater depth of material and suggestions. Programs need to encourage creative use of this material and to have teachers present what they have learned and innovated so they can continually teach each other and improve their own methods.

# VESL A & B LESSON PLAN EVALUATION AND AMENDMENTS

Instructor Name: \_\_\_\_\_ Week: \_\_\_\_\_ Day: 1 or 2

Please check the relevant box below and follow the corresponding directions:

I used the Lesson Plan as written.

Overall Evaluation Statement: (Circle one)

The lesson plan:

needs a lot of work	1	2	3	4	5	is excellent
------------------------	---	---	---	---	---	-----------------

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I used the Lesson Plan as written but added material.

List materials used:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I used some of the Lesson Plan but added or changed the techniques.

Describe techniques used:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe effectiveness of techniques used:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I made my own lesson plan. Please attach.

Reason for making your own lesson plan:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# VESL A CURRICULUM

## COURSE COMPETENCIES

### GRAMMAR:

- To be able to recognize, conjugate, and demonstrate in writing and in speech the following tenses:
  - present progressive, simple present, simple past, past progressive, future, and present perfect.

### JOB SKILLS:

- To learn and memorize adaptive, transferable, and job skills vocabulary.
- To use these vocabularies in speech and in writing.
- To complete a skill inventory and select possible job goals.
- To write long- and short personal and job goals.
- To fill out a job application.
- To practice and participate in mock job interviews.
- To produce a resume.

### WRITING:

- To write self-descriptions using new skills vocabulary.
- To describe past jobs.
- To describe the future each student expects.
- To complete a written role-play.

## Writing Exercises

Below are instructions for how to conduct a Writing Conversation and how to follow-up with editing exercises. The curriculum will refer to these instructions when writing or editing activities are required.

### THE WRITING CONVERSATION

- Put a writing question related to work on the board.
- Ask students to answer those questions in writing; tell them to ask you for any word they don't know how to spell and you will write it on the board.
- When they are finished, have them pass their notebooks to you and write them a question in their notebooks that has them explain more about what they wrote.
- Go with this exercise until you have written and students have answered at least two handwritten questions.
- Have students hand in their work.

NOTE: Don't correct any grammar or spelling; only ask students to read something to you if you don't understand what they are trying to say. Editing comes later.

### EDITING EXERCISE 1

- Collect students' writing conversations.
- Put small lines under those words or parts of words where there is an error.
- Give students back their papers and have them correct what they can.
- Put students in pairs and have them work together to correct each other's work.
- Put them in new pairs to have them make those corrections they are still not sure of.
- Have students write sentences on the board that they cannot correct.
- Have other students come to the board to make the corrections.
- Ask: Is that correct?
- Have students copy their corrected work over leaving out the written questions from the teacher.

### EDITING EXERCISE 2

- Write a work related paragraph on the board with mistakes in tenses (present, present progressive, past), possessives, prepositions, etc.
- Put a small line under problem words in the paragraph.
- Divide students into teams of three.
- Put a place on the board to keep each team's score.
- Have one member from each team come up and correct an error.
- Ask: "Is that correct?" "What is the rule?"
- Give a point for correct answers, none for incorrect answers.
- Alternate teams and member of teams so everyone gets to the board.

## THE STUDENT NEWSPAPER AS A RESULT

- Have students type up their corrected pieces on the computer and print them out.
- Assemble the pages, make copies, and give each student a copy.
- Have students read their entries.
- Discuss any interesting issues; have students make recommendations for improving each piece to make it clearer / more interesting.
- Design a cover for the newspaper.
- Assign a student to make a cover page in their computer class.

## TEXTS REQUIRED FOR VESL A

- Focus on Grammar: An Intermediate Course for Reference and Practice  
-By Marjorie Fuchs, Miriam Westheimer, Margaret Bonner  
-Addison-Wesley Publishing Company, Inc., 1994  
-ISBN 0-201-65685-X
- The Career Game EXPLORER: How to find the Best Jobs for you  
-Rick Trow Productions, Inc., New Hope, PA, 1998

## TEXTS DRAWN FROM

- Getting the Job You Really Want: A Step-by-Step Guide – 3<sup>rd</sup> Edition  
-By J. Michael Farr  
-JIST Works, Inc., Indianapolis, IN, 1995  
-ISBN 1-5670-092-1
- Apply Yourself: English for Job Search Success  
-By Lisa Johnson, Lynn Levey, Elizabeth Chafcouloff  
-Addison- Wesley Longman Inc., 1996  
-ISBN 0-201-87684-1
- It's Up to You: Language Skills and Strategies for Getting a Job  
-By Joanne Dresner, Kenneth Beck, Clare Morgano, Luise Custer  
-Mission Language and Vocational School, Inc., 1980  
-ISBN 0-582-79727-6



## Week 1: Your Daily Schedule

Grammar:  
Unit 2

Writing:  
Describe what you do everyday at your job.

Materials:  
Daily schedule.

### DAY 1:

first 1½ hour

#### Introductions

- Put students into pairs.
- Write on the board:
  - What is your name?
  - Where are you from?
  - What do you enjoy?
  - What are your career goals?
- Also on the board:
  - conjugate the verb “to be”
  - list the possessive pronouns
- Introduce yourself by answering the questions on the board; point out the grammar you are using in your answers.
- Ask students to ask their partners the questions on the board and prepare to introduce their partner to the class.
- Go around the room and have each person introduce their partner.
- Take care of class business: explain course structure, and daily schedules.
- Let students ask questions.

second 1½ Hour:

#### Grammar Activity: Unit 2

- Conjugate present tense on the board.
- Ask: what do you always do everyday?
- Write answers on the board; point out the grammar for verbs.
- Ask about different days/ different times; encourage people to tell stories.
- Handout weekly schedule; ask them to fill in Monday morning.
- Put students into partners to explain their mornings.
- Have pairs help each other fill in other portions of the week.
- Ask students to explain their partner’s day: what does he/she do at 6:30, etc.

- Turn to *Focus on Grammar* p. 12.
- Put cross pictures on board and explain.
- Ask questions using “usually, often, sometimes, rarely” about their week.
- Assign homework from the chapter.

**DAY 2**

first 1½ hour

Writing Activity

- Use the writing conversation described on the Writing Exercises Sheet around the question: What do you do everyday at your job?

second 1½ hour

- Use editing exercise 1 from the Writing Exercises Sheet.

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A.M.	6:00					
	6:30					
	7:00					
	7:30					
	8:00					
	8:30					
	9:00					
	9:30					
	10:00					
	10:30					
	11:00					
	11:30					
PM	12:00					
	12:30					
	1:00					
	1:30					
	2:00					
	2:30					
	3:00					
	3:30					
	4:00					
	4:30					
	5:00					
	5:30					
	6:00					
	6:30					

## Week 2: Your Adaptive Skills

Grammar:  
Unit 1

Materials:

- "The Job Interview"
- Cards with adaptive skills words written on them taken from the "Objective: To talk about yourself in a positive way" worksheets, p. 10.
- "Objective", It's Up to You, p.2-10
- The Adaptive Skills Checklist, Getting the Job, p. 20-21
- Index cards.

Homework Options:  
"Words For Success" exercises.

### DAY 1

first 1½ hour

#### Grammar Activity

- Handout "The Job Interview"
- Ask for each picture: What is he/she doing?
- List the verbs offered by students on the board; point out how the sentence is being constructed.
- Take back "The Job Interview"
- Give pairs of students a set of the cards mixed up; have them lay them out in front of them.
- Give a sentence using the present progressive for the first picture; have students pick out the correct picture.
- Complete process until the "story" is complete.
  
- Have students turn to page 3 in Focus on Grammar
- Show how the conjugation on the board is the same in the book.
- Ask question that help students practice other conjugations on the page.
  
- Draw the "cross" pictures on page 4 on the board; explain what they mean.
- Have students give examples of actions that started in the past and are continuing in the future; write their examples on the board.
- Have students do exercise #1 and #2 in their books.
- Have them check their work with a partner.
- Go over the corrections as a class.
- Choose activities from the remaining sections for the class to do: have students role play a past job; ask: what is he/she doing? What is his/her job?

- Assign homework from Focus on Grammar: Unit 1.

second 1½ hour:

#### Vocabulary Activity

- Put students into pairs.
- Deal out adaptive skill cards to the pairs.
- Have pairs sort out the words they know from the words they don't.
- Have individuals write down those words they know that describes them.
- Have pairs pass their set of cards to the right and repeat process until everyone has seen all the cards.
- Have students describe themselves from the words on their lists; ask for examples.
  
- Begin assorted exercises from It's Up To You to define energetic / thorough, consistent / organized, disciplined/ flexible, cooperative/ independent, dependable / patient, assertive / get along well with others.

## **DAY 2:**

first 1½ hour

#### Topic: Vocabulary Activity Continued

- Complete assorted exercises from It's Up To You to define energetic/thorough, consistent/organized, disciplined/flexible, cooperative/independent, dependable/patient, assertive/get along well with others
- Do "Vocabulary Review" exercise and go over it.
- Have students add words to their lists words that describe them.

second 1½ hour

#### Topic: Adaptive Skills Concentration Game

- Handout "The Adaptive Skills Checklist"
- Go around the room and have students give you one word they need to learn; list the words on the board.
- Put students into pairs and give each pair a stack of cards.
- Give each pair a portion of the list; have them write the English word on one card and the definition on the other; allow students to use dictionaries.
- Have students report back the definitions they have decided on.
- Set up 2 games of concentration: take ½ the words and their definition, shuffle them, and then lay them out face down; do the same with the other ½.
- Split the students in ½ and have each play a separate game of concentration; for each turn they should turn over two cards: if the cards match they remove

the pair and take another turn; if their cards don't match, they must turn the cards over and leave them in the same place. Each team should play until all the card pairs have been matched.

- Have students set up a concentration game for the other  $\frac{1}{2}$  of the class; have students switch games and play as above.

## Week 3: Your Adaptive Skills Continued

Grammar:  
Unit 3

Writing:  
Describe yourself using the new words studied.

Materials:  
Adaptive Skills Checklist

### DAY 1

first 1½ hour:

#### Grammar Activity

- Have students turn to p. 23.
- Put students into groups to make lists of sentences that describe the two pictures: one in the present tense and one in the present progressive.
- Have each pair present different sentences that describe first the top picture and then the bottom.
- Have students do exercises 1, 2, and 3.
- Go over them as a class.

second 1½ hour

#### Topic: Adaptive Skills Checklist

- Have students get out their Checklist.
- Read each of the items slowly and have students check-off those skills that apply to them.
- Put students in pairs to review what they checked off.
- Have students introduce their partners to explain their adaptive skills and give recommendations possible job interests.

### DAY 2

first 1½ hour:

#### Writing Activity

- Use the writing conversation described on the Writing Sheet around the question: What are your best adaptive skills? When do you use them? Give examples.

second 1½ hour

- Use editing exercise 1 from the Writing Exercises Sheet.



## Week 4: Your Transferable Skills

Grammar:  
Unit 4

Writing:  
Choose a transferable skill and describe how you use it.

Materials:  
Transferable Skills Checklist, Getting the Job, p. 22-24

### DAY 1

first 1½ hour

#### Grammar Activity

- Put one student at the front of the class; have another student read the Introduction on p. 25 aloud; have the student at the front of the class do what he is told. **Or**
- Have one student read the Introduction at the front of the class and have the rest of the students do what they are told.
- Do exercise 2 and 3 and go over the answers as a class.
- Choose one student to blindfold; put lots of obstacles in the student's way (desks etc.); put a pencil on the other side of the room; have the students guide the blindfolded student to the pencil.
- Do a quick game of "Simon Says" (use many different verbs for your commands like: touch your nose, jump up and down, wiggle your hips, etc.)
- Have students prepare their own "Simon Says" sentences.
- Have more quick games with students calling out the commands.

second 1½ hour

#### Topic: Transferable Skills Checklist Concentration Game

- Repeat procedures for Adaptive Skills Checklist Concentration Game: identify words that need to be learned; make cards with definitions; share definitions; set up 2 games of concentration; have ½ the class do each game.

**DAY 2**

first 1½ hour

## Writing Activity

- Use the writing conversation described on the Writing Strategies Sheet around the question: What are best transferable skills and how do you use them?

second 1½ hour

- Use editing exercise 1 or 2 from the Writing Exercises Sheet.

## Week 5: Your Transferable Skills Continued

Grammar:  
Unit 5

Writing:  
What kinds of jobs were you good at in the past? What jobs now?

Materials:  
Cards with present tense verbs that are regular and irregular in the past tense (See Appendices A1 in the Grammar Book).

### DAY 1

first 1½ hour:

#### Grammar Activity

- Go around the room and ask students to each give you a different verb; write them on the board.
- Go around the room again to have each student give you that verb in the past tense.
- Ask: Which of these verbs are regular? Which irregular?
- Have students turn to Appendices A1 to look at all the irregular verbs.
- Put students into pairs to study the first 15.
- Have each pair choose 3 cards from your verb deck (this deck must include the first 15 from the Appendices as well as others).
- Each pair must read a verb to the next pair; that pair must say the word in the past tense for one point; if the word is irregular and the pair spells it correctly, they get another point; if the pair can not get the right answer, the next pair gets a turn.
- Read in Introduction on p.36.
- Do exercise 2 and go over as a class.
- Put students in pairs to do exercise 3 together.
- Assign homework.

second 1½ hour

#### Topic: Transferable Skills Checklist

- Have students get out their Checklist.
- Read each of the items slowly and have students check-off those skills that apply to them.
- Put students in pairs to review what they checked off.
- Have students introduce their partners to explain their adaptive skills and give recommendations possible job interests.

**DAY 2**

first 1½ hour

## Writing Activity

- Use the writing conversation described on the Writing Strategies Sheet around the question: What kinds of jobs were you good at in the past? What jobs now?

second 1½ hour

- Use editing exercise 1 or 2 from the Writing Exercises Sheet.

## Week 6: Formal Skills Inventory

Grammar:  
Unit 6

Writing:  
What did you used to want to do? What do you think you want to do now?

Materials:  
"The Explorer" booklet.

### DAY 1

first 1½ hour

#### Grammar Activity

- Have one student read the introduction aloud and the rest of the students yell the bolded sentences together.
- Ask students questions like: How did you used to wear your hair? How did you used to dress? What did you used to do when you were young, etc.?
- Review some of the conjugations on p. 46.
- Do exercises 1, 2, 3 and go over as a class.
- Put students in pairs to create and share sentences for exercise 6.

second 1½ hour:

#### Topic: Prepare for Skills Inventory

- Have students read paragraphs of the introduction to "The Explorer".
- Ask students: What kinds of things are you good at? What career do you think you want to go into?
- Put students into pairs to interview each other.
- Read the introduction to each "bubble" clearly and slowly.
- Ask for clarifications.
- Have students ask each other for their "answers" to each "bubble" and write the answer down.
- Continue this way through the 6 "bubbles" and "stars"

**DAY 2**

first and second 1½ hours

Topic: Continued

- Put students into 4 groups.
- Assign each group two lists from the “The Explorer”. Have each group plan to
- pantomime 5 actions from each list
- be prepared to demonstrate the meanings of each item if asked
- Put a space on the board to keep score for each team.
- Have students turn to the lists a particular group has been working on.
- Have a member of the group come up and pantomime one of the actions.
- Have students watching look at their lists to guess what the student actor is doing.
- Give a point to the team that guesses correctly.
- When a group is finished, ask if there are any actions that they don’t understand; have the student read the phrase in question; then have one of the group members act out what that phrase means until the phrase is clear.
- Complete these procedures for all other groups.

## Week 7: Formal Skills Inventory Continued

Grammar:  
Unit 7

Writing:  
What did you learn about yourself from the Inventory?

### DAY 1

first 1½ hour

#### Grammar Exercise

- Give students different parts to read for the Introduction.
- Have students read their parts but have all students yell out the bolded parts.
- Review the past progressive tense using conjugations on p. 53.
- Put students in pairs and have them remember the last class they were together; have each pair write down a list of 10 sentences that describe that class.
- Go around the room and have each pair say one new sentence until they have all been read.
- Do exercise 2 and 3 and go over as a class.
- Assign homework.

### REMAINDER OF WEEK

#### Topic: Take Skills Inventory

- Have students get out their “Explorers”
- Read each list aloud, slowly and have students check off those activities that apply to them.
- Answer all questions before going on to further lists.
- When students are finished have them tally their answers according to color.
- Put students into “color” groups: ask who had their highest score in “yellow,” “orange,” etc. raise their hands; put students with high scores in the same color into the same group.
- Have each color group turn to their “ Career Page.
- Have each group discuss the jobs on the page: they should try to list the jobs they know and don’t know as group; they should look up the jobs they don’t know; and each member of the group should chose a first choice, second choice, and a third choice of the jobs listed on the page.
- Have each individual present their choices and why they chose them.

## Week 8: Goal Setting

Grammar:  
Unit 9

Writing:  
What do you want your future to look like?

Materials:  
Cards with actions that are “going to” happen.  
Cards with actions that “will” happen.  
Getting the Job p. 9 – 16.

### DAY 1

first 1½ hour

#### Grammar Activity

- Conjugate the future tense on the board using “going to” and “will”.
- Have students write down 3 things they think will today and 3 things they think will happen in their futures.
- Ask: What is going to happen today?
- Go around the room for responses and write them on the board under “going to”.
- Repeat for “will”.
- Put students in pairs and deal each pair a “going to” card.
- Have each pair act out the situation; have the class guess what is “going to” happen.
- Do exercise 2 as a class.
- Repeat for “will”.
- Do exercise 8 as a class.
- Read the Introduction on p. 72. Assign narrators for each paragraph and have the whole class yell out the bold sections.
- Discuss all the different forms of the future (won’t, you’ll, etc.)
- Ask: When do you use “going to”, when do you use “will”?
- Do exercise 6 as a class.
- Assign homework.

second 1½ hour

#### Topic: Goal Setting

- Conjugate the past tense using “used to” and explain (Focus on Grammar p. 46-47).



- Ask:
  - Where did you used to live
  - What jobs did you used to have
  - What sorts of people did you used to have as friends
  - What did you used to do with your leisure time
- List answers on the board.
- Conjugate the future tense using “going to” and explain (Focus on Grammar, p. 73 and 74).
- Ask:  
In your dreams:
  - Where are you going to live
  - What job are you going to have
  - What sorts of people are you going to have as friends
  - What are you going to do with your leisure time
- Put students into groups to ask each other these questions.
- Come back as a class and ask these questions one at time; have students answer the questions for their partners.

## DAY 2

first and second 1½ hours

- Handout Getting the Job goal sheet packet.
- Go over each of the questions and make it a sentence using going to or will.
- Have students answer the first 5 questions; have their partners read their answers and ask questions for clarification; have students add details if necessary.
- For the next 3 sections: An Inheritance from Uncle Harry, What do you Want to Accomplish, and Setting Goals, use the following procedures:
  - Ask students the questions they will have to answer in writing; include everyone.
  - Write their answers on the board.
  - Have students write out their answers using “going to”
  - Ask students: What did you used to do: what are you going to do.
- For the Setting Goals section: have a student share a goal; ask the question students will have to answer; write answers on the board; do this a few times so students understand what they are supposed to do; put students in pairs ask questions help each other write answers; have students share their work. Make sure one of the goals students chose is a possible job type they discovered through the Explorer.

## Week 9: Goal Setting Continued

Grammar:  
Unit 10

Writing:  
Create a job map and timeline.

Materials:  
Short-Term/Long-Term Goals Sheet

### DAY 1

first 1½ hour

#### Grammar Exercise

- Read the Introduction with a narrator and shouting students reading the bold.
- Have students look at the sentences in the first set of boxes on page 85.
- Ask:
  - What do you notice about the tense of the first part of the sentence?
    - What do you notice about the tense of the second part?
    - What word joins them together?
    - What is the relationship in time between these 2 parts of the sentence –
    - which part comes first, second?
- Write the sentence type on the board.
- Have students do exercise 5.
- Put them pairs to write and 3 next steps they want to take in their futures
- Discuss student plans: what are the steps they plan to take in their future? Have students discuss the step in their plans using the grammar on the board.
- Have students do exercise 2 and 3 and go over the answers as a class.
- Assign homework.

second 1½ hour

#### Topic: Goal Setting

- Handout the Short-Term/Long-Term Goals Sheet.
- Have students designate 4 goals they want to pursue with at least one being career development.
- Have students refer back to goal materials they already completed.
- Have students fill out these sheets and share them with the class.
- Handout two “12 Month Schedule” Sheets.
- Have students fill in what must be accomplished each month of the coming two years to accomplish their goals.

- Put students into pairs to explain their schedules and make revisions.
- Have students talk what they have to do to make their career ladders a reality.
- Discuss and list possible difficulties on the board.
- Create guidelines for handling different kinds of difficulties.

**DAY 2**

first 1½ hour

## Writing Activity

- Use the writing conversation described on the Writing Strategies Sheet around the question: What are your career plans? What will you do during the next 3 months, 6 months, etc.? Will it be difficult to achieve these plans? What difficulties do you face? How will you handle them? Etc.

second 1½ hour

## Editing Activity

- Use editing exercise 1 or 2 from the Writing Exercises Sheet.

### SHORT-TERMS GOALS

Effective: \_\_\_\_\_

**3 Months** **Date Completed**

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- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**6 Months** **Date Completed**

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- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**12 Months** **Date Completed**

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- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

## Week 10: Resume 1 – Your Past Jobs and Education

Grammar:  
Unit 11

Writing:  
Filling out a portion of the resume form.

Materials:  
Cards with “I, You We, They, He, She, It” written on them.  
Cards for concentration game.  
Getting the Job, p. 149-151  
Sample resumes.  
Resume outline.

### DAY 1

first and second 1½ hours

#### Grammar Exercise

- Read the Introduction with narrators and shouting students.
- Look at the grammar statement on p. 97.
- Have students choose a pronoun card. Then have them read the appropriate sentence from the “Statements” box.
- Divide the class into 3 groups. Assign one group the “Yes/No Questions” box and the other the “Short Answers” Affirmative box and the other the “Short Answers” Negative box.
- Have each student from the “Yes/No Question” box group take a pronoun card.
- Have them create a sentence from the box; have a student from the affirmative group and a student from the negative group answer in succession.
- Repeat procedures for “Wh-Questions” and answers.
  
- Deal out all the past participle cards.
- Put the “Statements” box on the board.
- Read out a card with the “Base Form of the Verb” on it; have students give you the past participle from their cards; then have the student with the card create a sentence using the past participle.
- When all the cards have been matched, put an equal number of pairs into two decks and set up 2 concentration games. When students have finished one concentration game, have them switch to play the other. (See Week 2 for rules on how to play concentration games).

- Do exercises 1, go over as a class.
- Put students into pairs for exercise 4. Have students role play their interviews.
- Do exercise 6 in the same manner.
- Have students work in pairs to write at least 5 sentences to describe the two resumes in exercise 7 using “for” and “since”
- Go around the room and have groups share one new sentence at a time.
- Ask students to decide which candidate they would hire and why.

## DAY 2

first 1½ hour

Topic: Writing Your Resume

- Handout Getting the Job p. 149-151.
- Read pages 149 – 151 as a class using the following procedure:
- Have students read the passage quietly to themselves underlining the words they don't know.
- Define words as a class; write the words and definitions on the board.
- Have a student read the section aloud.
- Have students put the page down and say what they remember; write these on the board
- Have students choose the main idea of the passage.
  
- Handout 1 sample resumes.
- Put students in pairs; have them write an A next to the Adaptable Skills they find, a T next to the Transferable Skills they find, and JS next to the job skills they find.
- Ask students to report the different kinds of skills they found.
- Handout the second sample resume and have groups label the skills.
- Ask: What is similar/different about these two resumes?
- What do all resumes have?
- How can you change in resumes?
- Repeat for a third resume.

second 1½ hours

Writing Activity

- Handout resume form; go over instructions.
- Have students fill out the Work Experience section.
- Put students in pairs to read each other's work, underline grammar issues, and ask for additional information.
- Help students evaluate each other's work; read and edit first drafts too.

**SOME OTHER RESUME PREPARATION ACTIVITIES:**

## Students' Past Jobs or Volunteer Experiences

- Ask: What jobs did you have in the past?
- Call on people for specific answers; write their answers on the board.
- Ask: What did you do in your job?
- Call on people for specific answers; make sure they use the past tense correctly.
- Ask: Who ever did any volunteer work? What did you do? What skills did you use?
- Call on people for specific examples.
- Give students a card and have them write the name of their job and three things they had to do in that job in the past tense.
- Collect the cards and shuffle them; have student pick a new card.
- Have one student at a time come up and only act out the verb of each job sentence, so for example
  - sawed wood: the student would act out “sawed” and when it was guessed they would say “sawed wood”
- After the student has acted out the three job actions the class must guess the type of job being referred to.
- Have students take their turns.

## What Kind of Education Do You Have

- Have students number a page from 1-10.
- Read the following True and False questions and have students mark down T or F on their papers. Read each statement twice.
  - I hated school.
  - I loved school.
  - My favorite subject was math.
  - My favorite subject was reading.
  - I had many wonderful teachers.
  - I had many horrible teachers.
  - My schooling had many interruptions because of other situations.
  - I went straight through school.
  - I only come to school because I want a better job.
  - I want to go to school throughout my life.
- Hand out a piece of paper with these statements written on them.
- Read the statements again and have student circle those statements that they feel very strongly about.
- Have students put a 1 next to the statement they feel strongest about, a 2 next to the statement they fell second strongly about, a 3 next to the third.
- Ask:
  - What statement did you feel most strongly about? Why?

- Who also felt strongly about this? Why?
- What statement did you mark as number 2? Why?
- Number 3? Why?
- Try to get students to really tell you about what school was like for them. Ask for detail.
  - What happened?
  - How did that make you feel?
  - Why was that teacher so horrible?
  - What kinds of interruptions happened to keep you from going to school?
  - How much school did you complete?
  - Did you receive any special training?



SUSAN K. KETTERMAN  
1322 W. THORNDALE  
FIELD CREEK, IDAHO 83716  
(208) 376-9022

JOB GOAL

To obtain a position where I can use my knowledge and strengths while learning new skills to help others.

WORK EXPERIENCE

Self-Employed  
HOMEMAKER  
Field Creek, Idaho

- 24-hour caregiver
- Self-motivated and excellent manager of time
- Able to operate, maintain small machinery
- Nutrition expert, creative menu planner
- Follows recipes and first aid directions accurately
- Negotiator
- Maintains clean and safe environment
- Works well without supervision
- Assisted husband with hog operation
- Medicated animals when ill
- Works well in adverse weather conditions

SHIPPING/RECEIVING  
AT & T  
Boise, Idaho

- Programming on IBM computer
- Prepared telephone parts for mailing
- Selected appropriate parts for mailing
- Cooperative team player
- Learns new tasks quickly
- Follows directions accurately
- Accomplishes repetitive work with positive attitude

COOK/WAITRESS  
Smacky Shack  
Fieldcrest, Idaho

- Trained new cooks and waitresses
- Excellent verbal and listening skills
- Set up buffet
- Takes orders accurately
- Respects all customers
- Prepared salad bar creatively
- Organized tasks for time allotments
- Works well under pressure
- Able to take charge and work independently

EDUCATION:

Mountain Falls Junior College in Kingston, Idaho. Classes in Secretarial Training, Word Processing, Accounting, Typing, Business Math.

PERSONAL DATA:

I eagerly await a challenging career outside the home. I have been married for seventeen years and have two independent daughters. I like helping people and enjoy learning new skills.

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**JEAN LOUND**

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950 Lilac Lane  
Kansas City, MO 64550  
(816) 773-2425

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**POSTION DESIRED**

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To obtain long-term employment with growth potential with a company where I can contribute my hardworking ability and my positive attitude.

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**EXPERIENCE**

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- |  |   |
|--|---|
| Babysitter<br>Mr. and Mrs. Jeff Smith<br>Kansas City, MO | <ul style="list-style-type: none"><li>- Assisted neighbor with child care in evenings</li><li>- Responsible for nine-month-old baby</li><li>- Able to follow directions</li><li>- Very caring and sensitive to needs of others</li><li>- Able to work flexible schedule</li></ul> |
| Crew Member<br>Burger King Restaurant<br>Kansas City, MO | <ul style="list-style-type: none"><li>- Cleaned table, picked up trays</li><li>- Greeted customers with enthusiasm</li><li>- Operated computer register accurately</li><li>- Took pride in cleaning area premises, inside and out</li><li>- Filled dispensers</li></ul>           |

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**EDUCATION**

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Van Horn High School, Kansas City, MO	1999 Graduate
National Science Association certificate of merit	summer 1998

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**PERSONAL DATA**

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I thoroughly enjoy meeting people wherever I am. In high school I have been involved with the Science Club, chorus, pep club and a member of the National Science Association. I enjoy hiking, reading, and music. I look forward to meeting new challenges.

## RICH ANDREWS

1021 W. 5<sup>th</sup> St.  
Lincoln, Nebraska 68743  
(308) 235- 6426

### OBJECTIVE

To obtain a position where I can use my knowledge and strengths to help other achieve goals as well as myself.

### EXPERIENCE

**1998–present Lincoln Auction Sales Lincoln, Nebraska  
Clerk**

- Distribute name and number cards
- Balance sales at end of auction
- Public relations with customers
- Good listener, pay attention to both auctioneers and customers
- Courteous to others
- Willing to learn new skills
- Able to work independently
- Able to handle large amounts of cash
- Experience using cash register, adding machines and calculators

**1997–present Lincoln Daily Post Lincoln, Nebraska  
Newspaper distributor**

- Deliver newspapers seven days a week
- Responsible for getting new customers
- Collect subscription fees monthly
- Weekly personal checks with customers to gauge satisfaction
- Follow directions well
- Papers delivered on time

### EDUCATION/SCHOOL ACTIVITIES

I will graduate from Lincoln High School in May 2001. I am currently a member of the volleyball and football teams. During my sophomore year I was Vice President of the Future Business Leaders of America.

### PERSONAL DATA

I come from a large family and know the value of hard work. I plan to attend the University of Iowa in Fall 2001, majoring in business and computers. My spare time is spent listening to music and doing things with my friends.

1432 Fifth Ave. (202) 921-9328  
New York, NY 10038

## Maxine Baldinski

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**Objective** To obtain a position where I can use my qualities and skills to enhance and contribute to the growth and image of your company.

**Qualities** **Proof**

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*Flexible* With three years experience as a mother, I have a great ability to work with people of all ages. I am capable of remaining calm under stress. I have done every job connected with caring for a family of eight; including being a nurse, chauffeur, cook, repairperson, laundress and teacher. I am able to work independently and have a good sense of humor.

*Creative* I have a wonderful talent of putting what I see and imagine onto a canvas or paper. I am good with color, design and composition. My traditional style and abilities have led me to sell many paintings. I have been in several exhibitions and one painting of mine hangs in Zurich, Switzerland. I have also manufactured craft items from junk, crocheted sweaters,

*Trustworthy* During my four years volunteering at a gift shop, I was responsible for keeping a record of what was sold. I helped customers decide which educational aids they needed. Demonstrating educational games was a lot of fun. I was in charge of the cash box and the opening/closing of the

*Easily Trainable* My primary duties during a year of working as a waitress were taking accurate orders, cooking and dishwashing. I was efficient at mixing drinks and cleaning tables. I operated the cash register and accurately made change. I ordered items for the bar and kitchen. A smile was a must.

**Special Skills** I design and sew clothing. I like to carve small woodcarvings and once painted a sign for a restaurant in Albany, NY.

8245 S. Ginger St.

Irvine, CA 68023  
(912) 843-9328

# Thomas Greer

## Objective

To obtain a position where I can use my knowledge and strengths to help others achieve goals as well as myself.

## Experience

1998-Present UC-Irvine Irvine, CA

### **Food Service Manager**

- Supervise and assist kitchen and dining room staff
- Supervise line staff
- Work as cook
- Can work independently

1994-1998 Travelers Hotel Garden Grove, CA

### **Lounge Manager**

- Supervise approximately ten employees
- Inventory control including ordering supplies
- Banquet preparation
- Maintain State of California food and beverage health requirements

1992-1994 Ramada Inn Laguna Beach, CA

### **Executive Housekeeper**

- Opening of new hotel, including training new employees
- Inventory control and ordering supplies
- Dealing with guests
- Assist with banquets and varied tasks

1991-1992 Vivaldi's Banquet Hall City of Industry, CA

### **Banquet Set Up and Server**

- Train new employees
- Set up and serve meals
- Emphasis on timeliness
- Completed Ramada Inn's Safety First Training
- Cooperate with team members

## Education

- Professional Food Service Management Certificate, Irvine Community College, Irvine, CA
- Bartending Certificate of Completion, Walt's Bartending School, Burbank, CA
- Certificate and License, Pimpont Pointe School of Hair Design, Torrance, CA



# Employment Skills

## **Beautician**

Hair cutting, styling, shampooing hair, giving permanents and body waves, cosmetics consulting, facials, manicures, scalp treatment, hair coloring, hair lightening, appointment scheduling, money handling, public relations, attending classes and lectures, studying current beauty supplies and styles, ordering supplies, record keeping, sales.

## **Bookkeeping Skills**

Accounting, using calculators, using adding machines, accounts payable, accounts receivable, payroll, income tax, typing, billing, money handling, keeping record, supervisory experience (in a job, in a club or organization you belong to, etc.)

## **Carpentry Skills**

Sanding, house painting, cabinet building, ornamental woodwork, building additions, house framing, paneling, furniture making, insulation installation, furniture refinishing, money handling, relating to people, directing customers, sales, budgeting, supervisory experience (in a job, in a club or organization you belong to, etc.)

## **Construction Skills**

Concrete work, electrical wiring, maintenance repairs, plumbing, heavy equipment operation, truck driving, brick laying, trenching, roofing, sheet-metal work, heating installation, refrigeration work, carpentry work, heavy labor, tools and machines you can use, money handling, public relations, directing customers, inventory, scheduling, supervisory experience (in a job, in a club or organization you belong to, etc.)

## **Counseling Skills**

Group counseling (list what types of problems), individual counseling (list what types of problems), teaching (adults and/or children, volunteer or paid), inter-agency work, interviewing, writing programs, supervising clients, directing procedures, scheduling, formulate new ideas, keeping record, public relations, researcher, public speaking, money handling, writing reports, crisis work, other supervisory experience (in a job, in a club or organization you belong to, etc.)

**Factory Skills**

Soldering, assembly line work, operating machinery (examples: grinder, lathe, drill press, milling machine, etc...list all you know how to use), electrical wiring, stockroom work, unloading or loading, inventory, quality control, packing, filling orders, welding, box making, supervising others (in a job, in a club or organization you belong to, etc.), parts clerk, keeping records, stocking shelves, directing procedures.

**Garage Skills**

Pumping gas, car tune-up, customer relations, changing tires, auto body repair, minor auto repairs, other kinds of auto repairs, repairing and maintaining diesel engine vehicles, money handling, selling, truck driving, inventory, stocking shelves, directing customers, public relations, sales, keeping records, car driving, supervisory experience (in a job, in a club or organization you belong to, etc.).

**Gardening Skills**

Lawn care, flower gardening, landscaping, tree trimming, farming skills (please list all your skills), transporting trees, vegetable gardening, pruning trees, grafting, greenhouse work, sales surveying, farm laborer (list skills and machinery you can use), public relations, money handling, directing customers, supervisory experience (in a job, in a club or organization you belong to, etc.).

**Household Skills**

Sewing, child care, making clothes, money management, budgeting, directing procedures, teaching, decorating, laundry skills, food preparation, counseling others, relating to other people, keeping records, public relations, formulating new ideas, ironing, supervisory experience (in a job, in a club or organization you belong to, etc.).

**Kitchen Skills**

Food preparation, cooking food, dishwashing, washing pans, operating a dishwasher, meal planning, inventory, ordering supplies, supervisory experience (in a job, in a club or organization you belong to, etc.), stocking shelves, hiring, budgeting, scheduling, directing procedures.

**Maintenance/Janitorial Skills**

Dusting, sweeping floors, washing floors, waxing, washing windows, cleaning rugs or carpets, cleaning bathrooms, buffing, polishing furniture, plumbing repairs, electrical repairs, window repairs, carpentry work, public relations, money handling, supervisory experience (in a job, in a club or organization you belong to, etc.).

**Maintenance Repair Skills**

General repair skills (list all your areas of experience), servicing office machines (examples: typewriter, copiers, etc.), servicing equipment (examples: telephone, lawn mowers, appliances, etc.), mechanically inclined, relating to customers, inventory, money handling, sales, public relations, keeping records, supervisory experience (in a job, in a club or organization you belong to, etc.).

**Restaurant Skills**

Cashier, waitress, waiter, bartender, busboy, directing customers, handling money, public relations, hostess/maitre de, dishwashing, budgeting, short order cook, main cook, cook's assistant, ordering supplies, inventory, hiring supervisory experience (in a job, in a club or organization you belong to, etc.), public speaking, interviewing, correctly filling orders, employee relations, customer relations.

**Sales Clerk Skills**

Public relations, money handling, keeping records, greeting customers, customer service, order processing, bookkeeping, directing customers, inventory, displaying samples, demonstrating products, writing reports, experience in the art of persuading, serving goods, delivery goods, supervisor experience (in a job, in a club or organization you belong to, etc.).

**Secretarial Skills**

Receptionist, typing, filing, answering telephone, stenography, typing from dictating machines, making appointments, running office machines (examples: fax, photo copying, computers) proofreading, clerk duties, sorting and delivering mail, greeting clients, order processing, calling clients, directing clients, public speaking, keeping records, public relations, researcher, supervisory experience (in a job, in a club or organization you belong to, etc.).

**Teaching Skills**

Writing lesson plans, formulating new ideas, writing and grading tests, keeping records, public relations, writing reports, supervising adults and/or children within a school-type setting (what did you supervise them to do?), scheduling, directing procedures, individual counseling (list what types of problems), group counseling (list what types of problems), decorating classrooms, teaching various subjects or special events, organizing projects relating to parents and people in the community, working with different adult and/or child populations (list what kind of special populations), other supervisory experience (in a job, in a club or organization you belong to, etc.), making assignments, setting up classroom interest centers, art skills related to teaching, music skills related to your teaching.



**Truck Driver**

Driving small trucks, driving diesel trucks, hooking and unhooking trailer from tractor, backing large truck into small openings, city driving, over-the-road driving (long distance), mechanical repairs, diesel repairs, loading and unloading, changing truck tires, keeping records, money handling, keeping on schedule, customer relations, supervisory experience (in a job, in a club or organization you belong to, etc.).

## Week 11: Resume 2 – Completion and Editing

Grammar:  
Unit 13

Writing:  
Complete resume; edit and plan to re-write.

Materials:  
Cover letter sample and form.

### DAY 1

first 1½ hour

#### Grammar Activity

- Have a narrator read the regular type in the Introduction on p. 105 and the students shout out the bold type
- Discuss the grammar on p. 106; have students read through sentences for different pronouns and negative and affirmative answers to “Yes/No questions”.
- Do exercise 5: ask the questions about the picture and have students respond.
- Do exercise 7 and go over as a class.
- Have students do exercises 1 and 2 and go over them as a class.
- Assign homework.

second 1½ hour

#### Topic: Resume Preparation

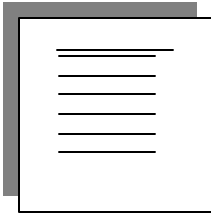
- Ask students to name some of their accomplishments.
- List them on the board.
- Take a few as examples and ask students what skills are demonstrated in each.
- List their answers on the board.
- Have students complete filling in their resume form.
- Put students in pairs for editing and to ask for additional information.
- Have students copy their full resume over without the prompts for use when typing a final draft. Students should consider how they want to arrange their resume to show off their best skills.

**DAY 2**

first and second 1½ hours

Writing Activity

- Handout sample cover letter.
- Have a student read it aloud.
- Ask: What needs to happen in a cover letter?
- List answers on board.
- Handout cover letter form and have students fill it out.
- Have students read each other's letters to edit and ask for information.



# Writing a Cover letter

When you send a resume to a manager, you also need to send a cover letter. In a cover letter, you introduce yourself. In a few sentences, write about why you are the best person for the job. Many managers won't even read your resume unless you've included a proper cover letter.

The good news is that a cover letter should be very short – less than one page. The cover letter needs to be typed in business letter style.

You'll need to include the following information in your cover letter:

- ❖ Name
- ❖ Address
- ❖ Today's date
- ❖ Manager's name and job title
- ❖ Company name and address
- ❖ Greeting (Dear \_\_\_\_\_)
  - It's very important to send your cover letter and resume to the person who does the hiring. Be sure to spell the name correctly. If you cannot find out the manager's name, you can write *To Whom It May Concern*
- ❖ Body
  - Give the title of the job you are applying for.
  - Tell how you found out about the job.
  - Say that you are interested in the job.
  - Say that you have enclosed your resume.
  - Write two or three sentences about your experience and/or your transferable skills.
- ❖ Closing
  - Thank the manager.
  - Write *Sincerely,*
- ❖ Your signature
- ❖ Your typed name

# Example

Here's an example of a cover letter. First, read it carefully.

Susan Phelan  
1532 W. Rosemont  
Templeton, MD 20394  
(313) 434-8439

February 15, 2000

Edward Hinney  
Principal  
Jacobs Elementary School  
153 W. Happen St.  
Baltimore, MD 20393

Dear Mr. Hinney:

I read your advertisement in last Sunday's Baltimore Post for a position as a teacher's assistant. I am very interested in this position and have enclosed my resume.

I have three years' experience as an elementary school teacher and teacher's assistant. I know how to organize lessons, and I love to work with children. I am very creative and energetic.

I look forward to hearing from you soon.

Sincerely,



Susan Phelan

# Practice

Now it's your turn to write a cover letter. Practice by writing a cover letter to Bruce Sweeney. He is the Personnel Director of the Faults Company. His address is 300 W. Heap St. in St. Louis, Missouri 65722. You are writing to him about your short-term job goal. Make sure the information you include agrees with the information on your resume.

Your name,  
address, and  
phone  
number

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Today's date

\_\_\_\_\_

Employer's  
name, title  
Company  
name,  
address

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mr./Ms. +  
last name

\_\_\_\_\_

How you  
know about  
this job

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your  
experience,  
work skills,  
personal  
qualities

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I look forward to hearing from you soon.

Sign name

Sincerely,

Type name

\_\_\_\_\_

## Week 12: Interviewing 1 – Role Plays and Introductions

Grammar:  
Unit 13

Writing:  
Write role-plays.

Materials:  
List of interview questions.

### DAY 1

first 1½ hour

#### Grammar Activity

- Read the Introduction and narrator/shouting students-style.
- Discuss and practice the grammar on p. 113; have students use different pronouns to work a sentence and/or an affirmative or negative answer.
- Have students do exercise 4 in pairs; go over as a class.
- Put students into pairs and do exercise 7. Have partners introduce their partners when they are finished.
- Have students do exercise 2 and go over as a class.
- Assign homework.

second 1½ hour

#### Topic: Interview Introductions

- Hand out list of interview questions; explain that they will be working on 1 -4.
- Prepare for number 4:
- Have students think of one weakness they have.
- Go around the room and list their answers on the board.
- Ask: Should you tell your employer you are XXXX?
- What are ways to say XXXX so that it sounds like a positive?
- Which of these weaknesses would you NEVER tell your employer? Why?
- Which weaknesses sound like they are really a positive?
- What other weaknesses are there that can be made to sound positive?
- Put students in pairs to practice and take notes on the first 4 questions.
- Set up a role play between two students
- Ask who is the boss; what is the job; what is the boss looking for; what kind of impression does the job seeker want to make?
- Hand out the "Practice Interview Evaluation Sheet".
- Go over the elements on the Sheet.

- Model a role-play.
- Use the Role Play sheet for further instructions.

**DAY 2**

first 1½ hour:

Writing Activity

- Use the writing conversation to ask students the first 4 interview questions and have students respond. Ask subsequent questions to have them expand their answers.

second 1½ hour

Editing Activity

- Use editing exercise 1 or 2 from the Writing Exercises Sheet.



## Week 13: Interviewing 2 – Role Plays Continued

Grammar:  
Unit 14

Writing:  
Continue writing role-plays.

### DAY 1

first 1½ hour

Grammar Activity

- Have students read the Introduction on p. 120 as usual.
- Assign different student pairs a Grammar Note and have them write a different sentence to demonstrate each point.
- Have the pairs put their sentences on the board and explain their Note.
- Do exercise 4 and go over as a class.
- Put students into groups to create 5 sentences each for exercise 8.
- Go around the room to have students say their sentences, and explain why they used the past tense or the present perfect.

second 1½ hour

Topic: Interview Questions

- Use Week 12 role-play instructions to guide students through questions 5 - 10.

### DAY 2

first 1½ hour

Writing Activity

- Use interview questions 5-10 in a writing conversation as before.

second 1½ hour

Editing Activity

- Use editing exercise 1 or 2 from the Writing Exercises Sheet.
- Have students dress for a formal interview on the last day.

## Week 14: Interviewing 3 – Role Plays Closing

Grammar:  
Final Test

Materials:  
Cards with questions on them that ask students to respond in all tenses studied.

### DAY 1

first and second 1½ hours

Grammar Review and Test

- Write all the tenses studied on the board.
- Ask for students to give the basic conjugations for each tense; write them on the board.
- Put students in pairs.
- Have one students draw a card and write the sentence on the board.
- Have each pair write an answer to the question and give their answers.
- Give points for each right answer.
  
- Put students in pairs to come up with 3 questions.
- Have them ask their questions; have other students answer if possible.
- Give a short quiz and go over the answers.
  
- Give test.

### DAY 2

first 1½ hour

Formal Interview

- Have students role-play formal interviews; get outsiders to play the “boss” if possible.

second 1½ hour

- Celebrations.

# VESL B CURRICULUM: THE COMMUNICATION SKILLS OPTION

## **COURSE COMPETENCIES:**

### GRAMMAR:

- To be able to recognize modals and related verbs and expressions and to demonstrate understanding through writing and speech.
- To understand and use adjectives and adverbs appropriately.
- To understand and use gerunds and infinitives appropriately.

### JOB SKILLS:

- To read an organizational chart.
- To define good communication at work.
- To learn feeling vocabulary and analyze work interactions using this vocabulary.
- To establish vocabulary that describes culture and analyze work interactions using this vocabulary.
- To role-play problem situations with co-workers, customers, and supervisors.
- To learn the vocabulary for a better job.
- To role-play negotiating for a better job.
- To learn rights on the job.

### WRITING:

- To engage in the Writing Conversation to produce writings on the following topics:
  - Your present job.

- Your communication needs.
  - A variety of work problems and solutions.
  - Dialogues between cultures.
- To produce a Good Communications Manual and a Stories and Solutions Magazine that will require students to:
- Edit student work.
  - Design layout.
  - Use computer skills to produce a final product.

## Writing Exercises

Below are instructions for how to conduct a Writing Conversation and how to follow-up with editing exercises. The curriculum will refer to these instructions when writing or editing activities are required.

### THE WRITING CONVERSATION

- Put a writing question related to work on the board.
- Ask students to answer those questions in writing; tell them to ask you for any word they don't know how to spell and you will write it on the board.
- When they are finished, have them pass their notebooks to you and write them a question in their notebooks that has them explain more about what they wrote.
- Go with exercise until you have written and students have answered two handwritten questions.
- Have students hand in their work.

NOTE: Don't correct any grammar or spelling; only ask students to read something to you if you don't understand what they are trying to say.

### EDITING EXERCISE 1

- Collect students' writing conversations.
- Put small lines under those words or parts of words where there is an error.
- Give students back their papers and have them correct what they can.
- Put students in pairs and have them work together to correct each other's work.
- Put them in new pairs to have them make those corrections they are still not sure of.
- Have students write sentences on the board that they cannot correct.
- Have other students come to the board to make the corrections.
- Ask: Is that correct?
- Have students copy their corrected work over leaving out the written questions from the teacher.

### EDITING EXERCISE 2

- Write a work-related paragraph on the board with mistakes in tenses (present, present progressive, past), possessives, prepositions, etc.
- Put a small line under problem words in the paragraph.
- Divide students into teams of three.

- Put a place on the board to keep each team's score.
- Have one member from each team come up and correct an error.
- Ask: "Is that correct?" "What is the rule?"
- Give a point for correct answers, none for incorrect answers.
- Alternate teams and member of teams so everyone gets to the board.

### **THE STUDENT NEWSPAPER AS A RESULT**

- Have students type up their corrected pieces on the computer and print them out.
- Assemble the pages, make copies, and give each student a copy.
- Have students read their entries.
- Discuss any interesting issues; have students make recommendations for improving each piece to make it clearer / more interesting.
- Design a cover for the newspaper.
- Assign a student to make a cover page in their computer class.

### **INTEGRATING VOCABULARY BUILDING DURING ROLE PLAYS**

One prominent feature of this curriculum is its use of role-plays to dramatize problems and solutions concerning work situations. In order to generate the vocabulary students will need to make these role-plays work, use some of the following techniques:

- Put students into (similar first language) pairs to do a writing dialogue in their first language.
- Have students assign themselves different parts in a particular interaction.
- On one sheet of paper, have one student write down the name of their character, a colon, and then the first sentence(s) of the imagined interaction in the first language.
- Have the first student pass the sheet to the partner for their response in their first language.
- Have the sheet go back and forth until a full dialogue has been written.
- Next, have students look over their dialogues and circle those key words they want to learn.
- Have student use dictionaries to translate the dialogue into English.
- Have students read their dialogues dramatically in class.
- Ask for words students want to learn and list them on the board.
- Have students tell you the definition or the word in their first language if the whole class shares the same first language.
- Put the words and their definitions/translations on separate cards and play a game of concentration.

- Have students collect these words in their notebooks.
- Give quizzes on these words when appropriate.

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**TEXT DRAWN FROM**

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- It's Up to You
  - Workskills: Book 3
  - By Kathy S. Van Ormer
  - Publisher: Prentice Hall Regents, 1994
  - ISBN 0-13-953092-4

## Week 1: Your Job Now

Grammar:  
Review

Writing:  
Describe your job/Present Tense

Materials:  
Pennies/Paragraph to Edit

### DAY 1

first 1½ hour

What kind of job do you have?

- Give students 3 pennies each; tell them they are to speak English only; each time they speak Spanish you will collect a penny.
- Put students in pairs
- Put the following questions on the board:
  - What is your job title?
  - What are the tasks you have to do during your shift?
  - Does your job suit you?
  - Why or why not?
- Have students interview each other in English.
- Write “present tense” on the board; review “to be” conjugation and present tense conjugations; list words that are the clue for present tense (always, everyday, most of the time, etc.)
- Have students introduce their partners using the present tense.
- Write some significant words they use in their descriptions on the board.
- Ask students to write down 10 words on the board that will help them describe their jobs.

second 1½ hour

Editing Exercise

- Write a work related paragraph on the board with mistakes in tenses (present, present progressive, past), possessives, prepositions, etc.
- Put a small line under problem words in the paragraph.
- Divide students into teams of three.
- Put a place on the board to keep each team’s score.
- Have one member from each team come up and correct an error.
- Ask: “Is that correct?” “What is the rule?”
- Give a point for correct answers, none for incorrect answers.



- Alternate teams and member of teams so everyone gets to the board.
- Assign appropriate homework for tenses in the Grammar Book.

**DAY 2**

first 1½ hour

Writing Activity

- Use the writing conversation described on the Writing Strategies Sheet around the instruction: Describe the job you have now.

second 1½ hour

- Use editing exercise 1 from the Writing Exercises Sheet.

## Week 2: Creating and Reading an Organizational Chart

Grammar:  
Review

Writing:  
Describe a communication problem with a supervisor or co-worker – Past Tense.

Materials:  
Workskills – p. 16  
An organizational chart.  
It's Up to You, p. 112 - 113

### DAY 1

first 1½ hour

#### Grammar Activity

- Divide board in half.
- Conjugate present progressive tense on the board on one side.
- Go around the room and have students give you a different verb; ask - what is that verb in the past tense: list the answers on the board.
- Have students turn to p. 11; ask – what is the first verb in the past tense you see, second, third, etc.; have students identify these verbs as regular or irregular
- Have student turn to p. 16 in Workskills.
- Choose a student to come up and act out their job as they wrote it on p. 16; ask the actor – what is the first thing you do, second thing, etc.
- After the student has acted out an action ask:
  - What is he doing? Require a present progressive answer.
  - What did he do? Require past tense.
- Have other students act out their jobs one action at a time.

second 1½ hour

#### Creating an organization chart of your job

- Hand out an organizational chart that is filled in.
- Ask:
  - Who is the boss, the supervisors, employees etc.
  - What do they do all day.
  - How is their job easy; how is it difficult.
  - What kinds of communication problems do people usually have: bosses/supervisors, employees/supervisors, bosses/employees, etc.
- List these issues on the board.

- Hand out a blank organizational chart and have them fill it in with information from their own job.
- Put students in pairs to explain their problems with specific people at work.
- Have students report their partner's problems at work.
- List them on the board.
- Ask what are the similarities and what are the differences.

## DAY 2

first 1½ hour

Who are your co-workers?

- Put students into pairs and have them explain their organizational charts to them.
- Put the following set of questions on the board and ask pairs to answer them:
  - What are your relationships with your co-workers
  - What are the good relationships
  - What are the bad relationships
  - What makes communication easy / difficult
- Have students report their good then their bad relationships and why they are easy or difficult.
- Take notes on the board of why these relationships are easy or difficult.

Who is your supervisor?

- Repeat the process above using the following questions on the board:
  - What kind of person is he /she
  - What kinds of problems do you have with your supervisors
  - How does your supervisor make you feel
- Compare the differences between relationships with co-workers and supervisors.
- Put students into groups to prioritize the list of things that make communication difficult and the list of things that make communication easy.
- As a class ask: what is the biggest problem; next, write these problems on the board.
- Come to some consensus on priorities for easy and difficult communication.

second 1½ hour

What are your communication needs: the Writing Conversation

- Write "What are the things at work that make communication difficult?" on the board
- Have students write their answers in their notebooks.

- Have students pass you their notebooks and write a new question based on what they wrote.

Ask about:

- what are the things that make communication easy; what are their communication needs.

## Week 3: Defining Good Communication

Grammar:  
Unit 17

Writing:  
Describe your communication strengths and weaknesses.

Materials:  
List of sentences with multiple nouns, verbs, and adjectives.  
Cards with adverbs on them.  
Problem cards.

### DAY 1

first and second 1½ hours

#### Grammar Exercise

- Put a sentence on the board with multiple nouns, verbs, and adjectives.
- List the students' names on the board and make three columns: nouns, verbs, and adjectives.
- Ask: how many nouns are in this sentence.
- Have students give you a number – record the number by their name.
- Repeat for verbs and adjectives.
- Go back to nouns. Ask: how many nouns are in this sentence?
- Say: the answer is \_\_\_\_\_; ask: what is the first noun, second, third, etc.
- Underline the nouns. Simply say “no” to incorrect answers.
- Repeat for verbs and adjectives; circle the verbs and put a square around the adjectives.
- Put increasingly more complicated sentences on the board until it is clear that the students understand the concepts.
  
- Put a sentence with many nouns but no adjectives.
- Go around the room and have students each add a new adjective to the sentence; encourage the sentence to be silly; let the adjectives pile up.
- Repeat until it is clear that they all understand how to use adjectives.
  
- Have students pick a card from the adverb “deck”; tell them it’s a secret.
- Have each student act out an action in a way that demonstrates their adverb; give an example and have students guess.
- Repeat for each student.
  
- Review examples on p. 151.
- Go over highlights of p. 152 –53

- Do an exercise together.
- Give homework.

## DAY 2

first 1½ hour

What is good communication?

- Ask: what is good communication
  - What do employers think is good communication
  - How important is politeness
  - How important is assertiveness
  - How important is eye contact
  - When is it important to say what you think
  - When is it important to not say anything
  - What are the things you most need to practice
- Have students give examples.
- Write a set of rules.
  
- Have ½ the students pick a problem card from the deck.
- Put the students with the cards in one group and split the students without cards into two groups.
- Have the students with the cards practice being angry and upset supervisors.
- Have ½ the students without cards practice being angry and upset employees (the horrible employees).
- Have ½ the students without cards practice good communication skills (the wonderful employees).
  
- Chose one supervisor and one horrible employee; have them act out the scene described on the card.
- Do the scene again with the wonderful employees.
- Discuss differences; take notes on the differences on the board.
- Repeat until everyone has had a turn.

second 1½ hour

Writing Conversation: Problem solving

- Write this on the board: describe a situation where communication went badly.
- Here are some follow-up questions:
  - Can you tell more about what happened?
  - What were you feeling? What was the other person feeling?
  - If you were to do this interaction over again, what would you do differently.

- NOTE: Type these writing conversations up for the next class. Make all necessary corrections and type them WITHOUT the students' names. The whole set will be the reading material for next class.

## Week 4: Analyzing Feelings in Interactions

Grammar:  
Unit 18 & 19

Reading:  
Student Writing

Writing:  
Editing exercises.

Materials:  
Feeling cards.  
Extra index cards.

### DAY 1

first 1½ hour

#### Grammar Exercise

- Have students read the “Introduction” on p. 159 to themselves; underline words they don’t understand or don’t know how to pronounce; ask for definitions and pronunciation help.
- Assign 2 people to read the section a loud; one the part in regular letters and one the part that is bolded; ask the student who is reading the bolded part to shout out the words.
  
- Ask the class to line up shortest to tallest.
- Write short / shorter / shortest, tall / taller / tallest, shorter than, taller than, less tall/short, more tall/ short on the board.
- Say a few sentences about the line up using the words on the board.
- Go down the line and have each student say something about themselves in relation to the group.
- Do exercise 4, p. 164.
  
- Put three object (you decide) on the table in front of the class; have students say sentences about these objects in relation to each other.
  
- Read the introduction on p.168; review the superlatives on p.169.
- Do exercise 1, p.168.
- Give homework.



second 1½ hours

#### Learning Feeling Vocabulary

- Choose a wide array (20) of feeling words from the Feelings List and put them on index cards.
- Put students into pairs and deal out the cards.
- Give pairs some blank cards.
- Have pairs put the Spanish translations of their words on the blank cards; they can use dictionaries.
- Collect the English Cards only.
- Have a student randomly pick a card, read it, and act out the word if they know the answer.
- If the student doesn't know, have the pair who had the word act the word out while other students guess.
- Lay the English and Spanish cards next to each other on a table in the center of the room so students can see; have them copy the pairs in their notebook.
- Repeat for all 20 words.
  
- Divide word pairs into 2 sets – 10 pairs each; shuffle the cards and lay them out randomly, face down, on two separate tables.
- Divide the class into two; have one ½ play the first game of concentration; have the other ½ play the other.
- When the groups have matched all the pairs; have them play the other "game".

#### RULES:

- One person turns over 2 cards; if they match s/he removes the pair and takes another turn; if they don't match, s/he turns them back over without moving them.
- The next person takes their turn.
- The game is over when all the pairs have been matched and removed from the table.

**DAY 2**

first 1½ hour

## Reading Student Writing

- Hand each student a packet of student writings that have been typed up from last session's Writing Conversation.
- Allow students to read through these writings on their own.
- Ask a student to read one of the writings aloud.
- Ask:
  - What is the situation in the writing?
  - How does the writer feel?
  - How does the other person feel?
  - Why does the communication go wrong?
  - Does the writer offer a good solution to the problem?
  - Do you have any recommendations?
  - What would you like the writer to add to the writing to make it clearer or more interesting?
- Have students take notes on what needs to be done to improve their piece of writing.
- Repeat these procedures for all the writings.

second 1½ hour

## Re-writing

- Have students re-write their pieces including changes other students have recommended.



# What are you feeling?

Abandoned	Committed	Fascinated	Natural	Tense
Accepting	Compassionate	Fearful	Nervous	Terrible
Accused	Competent	Flexible		Terrified
Adequate	Concerned	Flustered	Odd	Timid
Admired	Confident	Frightened	Outraged	Tired
Adventurous	Confused	Frustrated	Overburdened	Tolerant
Affected	Considerate		Overwhelmed	Tuned In
Affectionate	Crazy	Gloomy	Overworked	Turned Off
Afraid	Crippled	Good		
Aggravated	Critical	Great	Pained	Uncaring
Agitated	Curious	Grief	Perplexed	Uncomfortable
Alarmed		Guilty	Perturbed	Understanding
Alienated	Daring	Gullible	Pitiful	Uneasy
Amazed	Dead		Positive	Unfriendly
Amused	Defensive	Happy	Powerful	Unhappy
Angry	Defiant	Harassed	Powerless	Unprepared
Anxious	Delirious	Hateful	Prepared	Unsettled
Astonished	Depressed	Helpful	Protective	Unsure
Awed	Desperate	Helpless	Provoked	Unwanted
Awkward	Destructive	Hopeful	Puzzled	Uptight
	Disappointed	Hopeless		Useless
Bad	Discouraged	Horrible	Rational	
Baffled	Disgusted	Horrified	Regretful	Violent
Battered	Distant	Hostile	Relaxed	Vulnerable
Beaten	Disturbed		Remorseful	
Beautiful	Doubtful	Ignorant	Resentful	Weak
Betrayed	Dubious	Immature	Righteous	Willing
Bitter	Dumb	Inadequate		Wishful
Brave		Incompetent	Sad	Worthless
	Eager	Ineffective	Scared	Worthy
Calm	Embarrassed	Infuriated	Self-confident	
Capable	Emotional	Interested	Sensitive	
Carefree	Empty	Involved	Shocked	
Careless	Encouraged	Isolated	Shunned	
Caring	Energetic		Shy	
Caught	Enraged	Lost	Sick	
Challenged	Exasperated		Startled	
Comfortable	Excited	Motivated	Superior	
	Exhausted	Mystified	Suspicious	



# Ten Commonly Asked Interview Questions

1. Tell me about yourself.
2. Why should I hire you?
3. Tell me your major strengths.
4. Tell me your major weaknesses?
5. What do you expect to be paid?
6. How does your previous experience relate to the jobs we have here?
7. What are your plans for the future?
8. What will your former employers (or references) say about you?
9. Why are you looking for this sort of position ... and why here?
10. Tell me about your personal situation.

## Week 5: Cross-Cultural Interactions

Grammar:  
Unit 27 and 28

Reading:  
None.

Writing:  
Describe a cross-cultural interaction – include a dialogue.

Materials:  
List of mixed sentences: using gerunds and past / present progressive.

### DAY 1

first 1½ hour

Grammar Exercise Unit 27:

- Have students read the Introduction on p. 27 to themselves; have them underline words they don't know.
- Go over words they don't know.
- Have students underline all the past tense verbs that are not in bold.
- Ask: how many are in paragraph 1?
- Go around the room to have each student read a past tense verb in the paragraph.
- Settle on a number and repeat for more paragraphs.
- Have a few students read the intro a loud; different students for different paragraphs.
- Put the following question on the board:
- What things can you do now that you couldn't do in the past?
- Write: Now I can \_\_\_\_\_, in the past I couldn't \_\_\_\_\_.
- Do exercise 7, p. 241, as a class if there is time.
- Ask different students to answer the question.
- Put the following on the board:
- When you first get up in the morning, what are you able to do and what are you not able to do?
- Have different students answer.
- Do exercises 2 and 3, p. 239-240, as time allows.
- Use exercise 4 later for review.

Unit 28:

- Put students in pairs.
- Have them read the Introduction, p. 242, a loud to each other.

- Have them do exercise 1, p. 245-247.
- Go over the exercise as a class.
- Have each pair come up with three permission questions they would ask their supervisor using may, could, can, do you mind if.
- Elect one student to be a supervisor.
- Put the supervisor in a chair at the head of the class and have different students ask him/her a question; have the supervisor answer.
- Assign homework from both Units.

second 1½ hour

#### Describing Cultures at Work

- Ask: what is a culture/how does culture express itself (food, clothes, beliefs, rituals)/what culture are you
- Put students in groups according to their culture; ask them to list specific examples of cultural expression and give a different example to each person for presentation.
- Have students present their examples of cultural expression.
  
- Ask: what cultures are at work
- List them on the board; make sure Anglo, male, female are included.
- Identify the most common culture.
- Assign students to groups that are different than what they are.
- Repeat the exercise as above.

## DAY 2

first 1½ hour

#### Role Plays

- Put 2 chairs at the front of the class.
- Have a representative from 2 groups come to sit in the chairs.
- Have each explain how the one group feels about the other and why.
- Let all students participate in the discussion.
- Ask: what work situation are these 2 in.
- Have the pair role play the situation.
- Discuss ways to create good communication between the 2 groups.
- Repeat for a variety of different pairs.
- Create general guidelines for working with different cultures.

second 1½ hour

#### Writing Conversation: Dialogue

- Put pairs of students together that represent different cultures.
- Have them create a dialogue of bad communication by doing the following:

- Have pairs discuss the situation.
- Have one start by writing a line of a dialogue and pass the paper to the other.
- Have the other write their line of dialogue.
- Have them pass the sheet back and forth until a full dialogue is created.
  
- Have pairs repeat the dialogue process only now have them use language that will solve the problem.
  
- If there is time, have students read their dialogues aloud to the class.

## Week 6: Interaction with Co-Workers

Grammar:  
Unit 29 and 30

Reading:  
Workskills – Unit 4

Writing:  
Workskills writing assignment.

Materials:  
Cards with commands on them.

### DAY 1

first 1½ hour

Grammar Exercise Unit 29:

- Give different students parts to read for the Introduction on p. 252.
- Have students read and practice their parts by themselves.
- Enact the reading in the class.
- Have each student pick a card from the “Command” deck.
- Ask students to look over p. 253 to understand how to turn their command into a request.
- Have students go turn their command into a polite request.
- Ask:
  - why is it important to be able to turn commands into polite requests?
- Do exercise 1, p. 254: read the parts a loud slowly and have students underline the polite requests.
- Have students do exercise 3, p. 255 – 156, and go over it as a class.

Unit 30

- Have students list problems they have with their co-workers; write them on the board.
- Choose on of the problems; have students give examples; ask: what should happen in X situation.
- Have students answer using should.
- Go over Grammar on p. 259.
- Do a few of the exercises and go over them as a class
- Assign homework from each Unit.



second 1½ hour:

Reading Exercise

- Discuss picture and questions on p.31 of Workskills.
- Read the reading aloud with expression.
- Have students read the reading to themselves; tell them to underline words they don't understand.
- Go over vocabulary words.
- Put students in groups of 3 to read the reading to each other; divide up the parts; have students read the reading with expression.
- Have one group read the reading to the class.
  
- Due exercises on p. 33 and "Understanding the Reading" p. 34.

**DAY 2**

first 1½ hour

Continued Reading Exercises

- Do a role-play on p. 34.
- Do Activity 2 on p. 35.

second 1½ hour

Writing Exercise

- Correct underlined dialogues in pairs as before.
- Do Writing Exercise on p. 36.
- Have students pass you what they wrote; ask them a question in their notebooks for more information.

## Week 7: Interacting with Customers

Grammar:  
Unit 32

Writing:  
Problem/Solution – Customers

### DAY 1

first 1½ hour

Grammar Exercise Unit 32:

- Go around the room and ask students what they like to do/ eat/ watch on T.V. etc.
- Write their answers on the board.
- Ask students which of two selections on the board they would prefer and why.
- Have students take the “Shopper’s Questionnaire” on p. 272.
- Ask different students to give their answers to the questions; ask them why they chose their answers.
- Go over grammar and Grammar Notes.
- Read exercise 1, p. 276, aloud while students underline phrases that express preference.
- Give homework from Unit 32.

second 1½ hour

Topic

- Write “horrible customer” on the board.
- Have students describe a horrible customer; take notes on the board.
- Ask:
  - How do horrible customers make you feel?
  - Why is it easy to get angry at horrible customers?
- Review guidelines of good communication skills.
- List ways of handling horrible customers.
- Put students into pairs to:
  - Create a business; determine a horrible customer in a particular situation; model good ways of handling the customer.
  - Have students role play their situations.
  - Compare the different approaches different groups used handle horrible customers.

**DAY 2**

first 1½ hour

## Writing Exercise

- Have pairs write a dialogue between customer and employee by passing a sheet of paper between them.
- Have pairs pass their papers back and forth 3 times.
- Have all the horrible customers stand up and go to another employee.
- Redistribute the papers so each new pair has a new dialogue.
- Have the new pair add to the dialogue for 3 rounds.
- Repeat procedures again.
- Have pairs act out written dialogues if there is time.

second 1½ hour

## Editing Exercise:

- Chose an editing exercise to follow-up on writing.

## Week 8: Interacting with Supervisors

Grammar:  
Unit 33 and 34

Writing:  
Problems/Solution – Supervisors

Materials:  
Cards with the following words written on them: kids, husbands, wives, supervisors, employees, owners, etc.

### DAY 1

first 1½ hour

Grammar Exercise Unit 33

- Write on the board: What do you have to do?
- Ask: When you get up in the morning/drive a car/take the CTA/get to work/do your job/talk to your kids, etc. what do you have to do?
- Have students make a list of their answer to one of these.
- Have students answer: First I have to/Second..../Third, etc.
- Use your favorite reading strategy to do the Introduction on p. 282.
- Review the grammar, p. 283-285 – the brief version.
- Select a few exercises from the Unit to do as a class.

Unit 24

- Have each student pick a card from the prepared deck.
- Write on the board: What are \_\_\_\_\_ supposed to do?
- Call on a student to reveal their card; go around the room to have each student give a different answer about what that kind of person is supposed to do.
- Read the Introduction, go over the important parts of the grammar and grammar notes, chose some exercises to do as a class.
- Assign homework from both Units.

second 1½ hour

Topic

- Ask:
  - What are the different situations that require you to talk to your supervisor?
- List situations on the board:

- include calling in sick, having a problem, having things work out well.
- Ask:
  - What does your supervisor want?
  - What are the best ways to speak to your supervisor?
  - When is the best time to speak to your supervisor?
  - How should you prepare to speak to your supervisor?
- Put students into pairs and give them each a different situation from the board to plan.
- Have each pair plan a role-play in two parts:
  - the situation done using poor communication skills
  - the situation done using good communication skills.

## DAY 2

first and second 1½ hours

### Writing Exercise

- Have students edit each other's work.
- Ask students to describe a difficult situation with a supervisor.
- Have a writing conversation about that situation.
- Ask students how they would solve this situation.

NOTE: Type these writings up for the next writing session.

## Week 9: Negotiating For A Better Job

Grammar:  
Unit 35

Writing:  
Negotiation Script

### DAY 1

first 1½ hour

Grammar Exercise Unit 35

- Write on board: If the weather is beautiful this weekend what might you do?
- Then: If the weather is horrible this weekend..."
- Then: What do you think the weather will be like tomorrow?
- Write: may, might, could and encourage students to use these in their answers.
- Go through Introduction, grammar, Grammar Notes, and do some exercises as a class.
- Give homework from Unit 35.

second 1½ hour

Topic

- Ask:
  - How many of you want to negotiate for a better job or for more wages?
  - What job do you want to have next? How much do you think that job should pay?
- Have students write down the job they want and how much they want it to pay.
- Have them share this information.
- Ask:
  - When do you know you are ready to move up in your company?
  - When does your boss give raises? Why?
  - Why would your boss think your moving up was a good idea?
  - Why would he or she think it was a bad idea?
- Put students into 2 groups:
  - ask 1 to make a list of what the boss is worried about
  - ask 1 to make a list of what the employee is worried about.
- Have students share their lists; record them on the board.

- Ask the 2 groups to come up with ways to persuade the boss to give the employee a better job; what does the employee have to do to get the boss to think it's a good idea?
- Discuss the persuasive strategies and list them on the board.
- Have 3 student explain their situation with their boss; the job they want and the amount they want.
- Put students into pairs to plan role-plays around one of the student's situations.
- Have the students act out their role-plays at the front of the class.
- Ask students which employees they would have given a raise to and why.

**DAY 2**

first 1½ hour

Writing Exercise

- Have students read their own typed work to the class.
- After each reading ask: what do you really like about this piece? What more information would you like to know?
  
- Ask students in a writing conversation to describe the job they want and the amount they want to be paid.
- Ask them what their boss is like.
- Ask them how they would persuade their boss to give them a new position for more money.

second 1½ hour

Editing Exercise:

- Choose an editing exercise to follow-up on the writing.

## Week 10: Knowing Your Rights

Grammar:

Catch up, Review, Test

Reading:

Workers Rights Manual

Writing:

Situations where your rights have been violated.

Materials:

Blank index cards.

Editing exercise.

Test on modals studied.

### DAY 1

first 1½ hour

Grammar Exercise

- Have students go over their homework, notes, and explanations in the book and write down their questions on separate cards.
- Collect the cards.
- Put students into pairs and have them choose a card from the “deck”.
- Have each pair prepare to answer to the question they chose.
- Write examples on the board that they can explain.
- Write a short exercise for the class to do.
- Have each pair come up and give their lesson.
- Prepare an Editing Exercise for the class to do.
- Give test on modals studied.

second 1½ hour

Topic

- Handout a copy of the “Worker Rights Manual”
- Read p. 31-32 together.
- Discuss words and meanings.
- Ask students to tell stories of their experiences in these areas.
- Look at the table of contents; go over the different entries.
- Put students into pairs and have each pair chose a different section to report on.
- Have pairs read their sections and prepare a presentation.
- Have each pair give their presentations.



**DAY 2**

first 1½ hour

## Writing Exercise

- Ask students to describe a situation where their rights were violated.
- In a writing conversation, have students decide what they should do, ask them to check their manuals to find out what the manual says to do, what they would recommend others do in that situation.

second 1½ hour

## Reading

- Have students read their work aloud and discuss the similarities and differences as a class.

## Week 11: Establishing Two Publishing Companies

Grammar:  
Unit 21

Materials:

Mixed sentences that use the Present Progressive, Past Progressive, and Gerunds.

Listing of product requirements for the Manual and the Magazine

Set of interview questions.

### DAY 1

first 1½ hour

#### Grammar Exercise

- Ask for examples of sentences in the present progressive; put them on the board.
- Ask for examples of sentences in the past progressive; put them on the board.
- Turn to p. 188; go over introduction; introduce gerunds.
- Ask:
  - what is the difference between the present/past progressive and gerunds.
- Put students in pairs to list as many gerunds as they can think of.
- Go around the room to have pairs give one example of a gerund; list them on the board.
  
- Handout mixed list of sentences; have students write Present P, Past P, or Gerund next to each sentence.
- Go over the sentences.
- Do exercise 1 and 2; go over them.
- Assign homework.

second 1½ hour

#### Publishing Companies

- Describe the project for the next 4 weeks; explain that one group will publish a “Good Communications Manual” and one will publish a “Stories and Solutions Magazine”
- Handout a listing of the requirements for each product.
- Divide the class into the two groups (arbitrarily or by choice).
- Write the following job types on the board: selection editor, copy editor, writer, graphic designer, typist, and proofreader.

- Put students into pairs and give each pair one of these job titles; have them list the skills that job type would require.
- Have the pairs report their listings; write them on the board.
- Have students write down at least 2 job titles they feel they are qualified for.
- Pass out a set of interview questions.
- Let students know they will have to interview for these different positions.
- Have pairs practice answers to these questions.

## DAY 2

first 1½ hour

### Creating Subgroups

- Have the different publishing groups meet and give them the following instructions
  - Come up with a name for your company.
  - Come up with a logo.
  - Interview each group member for the jobs they want.
  - Create a way for deciding who gets which jobs.
  - Make job appointments.
- 
- Have groups present their results to the class and discuss how they made their decisions.

second 1½ hour

### Assigning Tasks

- Handout list of tasks that must be completed.
- Have groups assign those tasks to the different group members.
- Have groups come up with rules about how to handle the following situations:
  - Someone doesn't show up.
  - Someone doesn't do their work.
  - Someone is having trouble.
  - Someone is going too fast/too slow.
  - Someone is being too bossy.
- Discuss as a class what the rules are for handling difficulties in the two companies.

## Week 12: Publishing Companies Continued

Grammar:  
Unit 22

Materials:  
Sample timeline.

### DAY 1

first 1½ hour

Grammar Exercise

- Go over Introduction and Grammar Notes, p. 194-195
- \*\*\*Do introductory exercise,
- Do assorted exercises from the Unit
- Assign homework.

second 1½ hour

Creating a Timeline

- Handout sample timeline.
- Go over how to read a timeline.
- Model a timeline for a set of tasks.
- Put publishing companies together and have them put their tasks on a timeline.
- Have them present their timelines to the class.
- Discuss how realistic, etc. the timelines are.
- Finalize the timelines as a class.

### DAY 2

first 1½ hour

- Doing Tasks

second 1½ hour

- Doing Tasks

## Week 13: Publishing Companies Continued

Grammar:  
Unit 23 and 24

Materials:  
Cards with verbs from Appendix A6 and A7, number 8 and 9.  
Blank index cards.

### DAY 1

first 1½ hour

Grammar Exercise  
Unit 23

- Define “Infinitive” and have students give you examples.
- Go over Introduction, Grammar, and Grammar Notes.
- Write on the board: verb/infinitive; verb/pronoun/infinitive
- Put students into pairs and have each pair chose three cards.
- Have pairs write 1 sentence for each word and write these sentences on blank index cards.
- Mix the cards and have pairs choose 3 of these sentences (make sure they don’t pick their own).
- Have pairs correct the sentences; tell you which category on the board each belongs in read the sentence a loud.
- Put the sentences on the board in the right category.
- Do a few exercises from the Unit and go over them as a class.

Unit 24

- Briefly go over Introduction, Grammar, and Grammar Notes.
- Do a few exercises and go over them as a class.
- Assign homework from Unit 23 and 24.

second 1½ hour

- Doing Tasks

**DAY 2**

first 1½ hour

- Doing Tasks

second 1½ hour

- Doing Tasks

## Week 14: Publishing Companies Continued

Grammar:  
Unit 25 and 26

### DAY 1

first 1½ hour

#### Grammar Exercise

- Unit 25
- Put students into pairs to do the exercise on p. 216.
- Go over it as a class.
- Have students read the Introduction to themselves, go over words they don't understand, have them read it aloud in parts – one for the bolded words and different students for each paragraph.
- Go over grammar and Grammar Notes.
- Have students do some of the exercises; go over them as a class.

#### Unit 26

- Go over Introduction, grammar, and Grammar Notes.
- Do exercise 4 to check understanding.
- Do other exercises and go over them as a class.

second 1½ hour

- Doing Tasks

### DAY 2

first 1½ hour

- Manual Presentations

second 1½ hour

- Manual Presentations and Celebrations

# VESL B: OUTLINE FOR CAREER PLANNING OPTION

What follows is an outline for the VESL B Career Planning Option. This outline assumes that the same Grammar exercises that are described in the VESL B Communication Skills Curriculum will be used in this option as well. Integrate the Grammar with the activities suggested here and a full two-day a week, three hour per day curriculum will result.

## **COURSE COMPETENCIES:**

### GRAMMAR:

- To be able to recognize modals and related verbs and expressions and to demonstrate understanding through writing and speech.
- To understand and use adjectives and adverbs appropriately.
- To understand and use gerunds and infinitives appropriately.

### JOB SKILLS:

- To establish job goals.
- To project a timeline for job goals.
- To design a career ladder.
- To interview presenters of the manufacturing career ladder and take detailed notes.
- To interview a successful person in the students' life and take detailed notes.
- To present interview results.
- To do research on students' chosen careers.



- To list personal barriers and come up with a realistic timeline.
- To create materials for a final presentation students' career ladders.

#### WRITING:

- To write a formal introduction to students' career ladders as part of their presentation.

## Week 1: Considering Job Goals

### DAY 1

Reviewing results of the “Explorer”

- Have students introduce themselves, describe the jobs they have, and the jobs they want in the future.
- Ask students to remember the “Explorer” exercise they did in VESL A. What category did they fall into:
  - Yellow: they love to work outside, build and fix things, work with tools and machine.
  - Orange: they are curious about new ideas, they like to figure out answers to problems, they like science.
  - Red: they are friendly, patient, and good at explaining things; they are good helpers and teachers.
  - Purple: they are good at getting their point across, have lots of confidence, and enjoy being in charge.
- Put students into groups according to their “colors” and give them a copy of the careers that correspond to their colors (page from the “Explorer”).
- Ask students to define and discuss the different jobs, chose their top 3, and explain to each other why they made these choices.
- Have the students come back as a class. Ask students to state their top choices. Then ask:
  - Are there any differences between their original choice and those made in the group? Why?
  - What do they have to do come to a final choice?

### DAY 2

Projecting a timeline.

- Ask students how long will it take them to achieve their goals.
- What are the considerations? List them on the board.
- Ask students to think about where they will be in 6 months, 1 year, 5 years, and 10 years.
- Have a writing conversation that asks students about each of these time frames.
- Have students take their writing home to complete a full description.

## Week 2: Looking at Job Ladders

### DAY 1

#### The Plastics Industry

- Handout the Career Ladder Sheet for the Plastics' Industry.
- Ask a variety of questions to make sure all students can read the grid appropriately.
- Put students into pairs and assign each group a career ladder; give each group 2 "The Job" handouts.
- Have students write job descriptions and needed skills for each job in their assigned career ladder.
- Have students present these to the class.

### DAY 2

#### Drawing other career ladders.

- Ask students to draw a career ladder they know of; make sure it includes wages, job titles, job responsibilities, and needed skills.
- Suggest a few different possible layouts.

## Week 3: Designing a Career Ladder

### DAY 1

What are the parts?

- Have students present their career ladders.
- After the presentations, ask: in order to make a full realistic career plan what needs to be included, considered, researched?
- List their suggestions on the board.

### DAY 2

How should it look?

- Explain that there are a variety of ways to design a career ladder and that they will have to create their own for a presentation.
- Put students into pairs to create a visual for a career ladder that includes all the needed information.
- Have students present their designs to the class.

## Week 4: The Manufacturing Model

### DAY 1

Preparing for field trips.

- Handout a set of “Job Planning Grids” and a “Career Ladder” Sheets.
- Make alterations to the sheets based on suggestions made from students.
- Explain they will be questioning people in the manufacturing field about career ladder opportunities and will be responsible for filling in this information: one grid for each job on the career ladder.
- Put students into pairs and have them write the list of questions they will need to ask to fill in the grid.
- Compile the list of questions as a class.
- Have students interview each other about jobs they have had and fill in the grids as they conduct their interviews.

### DAY 2

Going on field trips.

- Have students question manufacturing industry representatives and have them fill in their grids based on the answers.

## Week 5: Researching a Job Ladder

### DAY 1

Discussing manufacturing.

- Have students tape their job maps to the board and ask them look at the information they were able to gather.
- Have students describe the job ladder one “rung” at a time; ask a relentless number of questions to have them fill in the details.
- Ask if manufacturing is more appealing to them now that they have more information.
- Ask: what was their evaluation of the presentations, opportunities, etc.
- Discuss difficulties in the process of asking questions, listing, taking notes.

### DAY 2

Preparing for further research.

- Ask students to each think of someone (who lives in Chicago) they know that is successful and/or works in a field they are interested in.
- Go around the room and have students name the careers of the people they are thinking of; write the career types on the board.
  - Explain that they will need to interview the person they are thinking of and fill in the grids and career ladders as they did in manufacturing.
  - Put students in groups according to career type to describe:
    - The person they are going to interview.
    - When and how they will do the interview during the next week.
  - Have the class interview you and take notes as they fill in the grids and career ladders.

## Week 6: Your Job Ladder

### DAY 1

Presenting researched job maps.

- Have students present their interviewee's career ladders.

### DAY 2

Filling in what you do know in your job ladder.

- Give students a new round of sheets.
- Have students fill in what they do know about their career ladder.
- Put students in groups who have similar career ladders to share any information and fill their ladders in further.

## Week 7: Job Titles, Skills, and Wages

### DAY 1

Thinking through research strategies.

- Ask: if you had to find out about the missing parts of your career ladder, what would you do?
- Write different strategies on the board.
- Ask: if you were to fill in the job titles, wages, job descriptions, and skills needed what would have to do?
- Put students back in their job type groups to plan their strategies for the coming week; encourage working together.

### DAY 2

Doing appropriate role-plays.

- Ask students what their plans are; find out who has to do phone work; who interviews.
- Assign students to role-play different situations in students' plans to highlight words, strategies etc. for successful phone/interview situations.



## Week 8: Training

### DAY 1

Filling in a grid of details about training.

- Put students into groups to have them share and compare the job ladders they have started to fill in.
- Have a student give the job ladder they researched; write the ladder on the board.
- Ask what skills are needed for each job.
- Discuss the training that is needed.
- Discuss the places that might offer this training and ask students to come up with strategies for finding out details about training.

### DAY 2

Planning to do research; doing role-plays.

- Put students back in their job-type groups; have them identify the types of training they need to research and to decide what they need to do to do that research; encourage students to work together.
- Have students tell the class their research plans.
- Do role-plays around needed phone calls; identify needed vocabulary on the board.

## Week 9: Training and Time Management

### DAY 1

Personal issues and managing increased responsibility

- Have students report back to their groups and to the class on the training information they found out; have groups outline further research that is necessary.
- Have a student explain their job ladder with the training needed while you draw it on the board.
- Ask students: how difficult is it going to be for you to go to work, take care of your families, and be in training at the same time?
- Write student answers on the board; probe further for more details.

### DAY 2

Possible solutions.

- Put students in groups; give each group a problem mentioned by the class; ask each group to:
- Give step by step advice on how to solve the problem.
- Provide the amount of time that will be needed to solve each step.
- Have students present their solutions.
- Ask the class to evaluate how realistic the steps and the estimated time for each are.

## Week 10: Creating A Realistic Time Frame

### DAY 1

Thinking about needs and time required to accomplish goals.

- Put students in their groups to discuss their specific situations and barriers and how it will effect the amount of time it will take to accomplish the training needed for each “rung” of their career ladder.
- Have a student representative from each group come to the board to draw their ladder, include the training that is needed, and write their time estimates for each “rung”.

### DAY 2

Drawing a realistic time frame.

- Ask students: if they were to draw a realistic time line/frame to accompany their complete career ladder, what could it look like.
- Draw some possible ways of representing a time line and make sure the time line includes the length of time needed
  - On each job
  - To prepare for training
  - To receive the training
  - To look for a new job
  - Also have students include the barriers they will have to overcome at each juncture.
- Provide the necessary (art) materials for each student to draw out a realistic time frame; encourage creativity; have students use the kinds of time lines already discussed or make up their own.

## Week 11: Finalizing Your Job Map

### DAY 1

Determining presentation requirements.

- Tell students they will have to make a presentation that includes their
  - Career ladders
  - Completed grids
  - Timelines
  - Written introduction.
- Have students brainstorm the variety of ways and materials this presentation could be presented; ask them to think of materials that could be used to make the presentation visually interesting.

### DAY 2

Working on the job maps.

- Provide the necessary (art) materials for each student to work on their presentations.

## Week 12: Writing Your Job Goals

### DAY 1

Getting ideas for writing an introduction to the job maps.

- Ask students: if you were to introduce your career goals and plans to someone who was interested, what kinds of things would you want to tell them? What would be interesting to them? What kinds of things would they want to know about you?
- List ideas for an introduction on the board including: why they chose this field, what their life has been like and how they want it to change, why they want their life to change, what they think their future will look like.
- Have students choose 3 introduction elements they would like to include in their introductions and write them on the head of a sheet of paper.

### DAY 2

Writing

- Have students write on the first element and then hand their writing to you as in the Writing Conversation.
- Ask relevant question to spur them to fill out their descriptions.
- Have students hand their work back and forth to you as they work their way through the three elements.

## Week 13: Finishing the Job Maps

### DAY 1

#### Editing

- Underline errors in students' writing.
- Put students in pairs to correct edits.
- Have students get a new partner to check their work.
- Have students type up their finished pieces on the computer.

### DAY 2

#### Completion

- Have students work on necessary activities for completing their presentations.

## Week 14: Presenting the Job Maps

- Have students display their work.
- Have students look at everyone else's work.
- Have students read their introductions and explain their career ladders.

### THE JOB

Job Title: \_\_\_\_\_

Wage: \_\_\_\_\_

Job Responsibilities	Needed Skills

Job Title: \_\_\_\_\_

Wage: \_\_\_\_\_

Job Responsibilities	Needed Skills

Job Title: \_\_\_\_\_

Wage: \_\_\_\_\_

Job Responsibilities	Needed Skills



## JOB PLANNING GRIDS

### THE JOB

Job Title: \_\_\_\_\_

Wage: \_\_\_\_\_

Job Responsibilities	Needed Skills

### TRAINING

Training Type Required: \_\_\_\_\_

Schools offering Training	Training Length	Cost	Other Info.

IMPORTANT PERSONAL CONSIDERATIONS	
Personal Consideration	Impact on Plan

PROJECTED TIMEFRAME
<p>Time to prepare for training:</p> <p>_____</p>
<p>Time for training:</p> <p>_____</p>
<p>Time to find a new job:</p> <p>_____</p>

### CAREER LADDER

Name: \_\_\_\_\_

Date: \_\_\_\_\_

