

USDOE English Literacy & Civics Education "Project Literacy Challenge" 2003-2004 grant project
TIES (Total Immersion of English Strategies)
ADULT ESOL LESSON PLANS

TOPIC:	Career Advancement: Meet a College Advisor	SKILL:	Reading & Speaking
LEVEL:	Low Beginning (Revised May 2006)		
COMPETENCIES: (Please use ESOL Curriculum checklists to list these)	R 03-02 Set education and employment goals R 20-03 Explore education opportunities for job advancement S 05-01 Use appropriate greetings, introductions, and farewells S 05-02 Identify self and personal information S 05-03 Express likes/dislikes, feelings and emotions in culturally appropriate ways S 06-01 Demonstrate ability to use basic residential phones S 23-02 Use appropriate phone greetings/leave a message, take a message S 15.06 Recognize & state vocabulary for personal information	CULTURAL FOCUS:	1. Improve employment opportunity through higher education. 2. Pursue a college education. 3. Self improvement/broaden horizons
CLASSROOM PROCEDURES:	<ol style="list-style-type: none"> 1. Brainstorm on board with class a list of jobs/occupations. <ol style="list-style-type: none"> a. Define the term 'entry level' and categorize jobs provided by students into entry level and higher level positions. Use provided "JOBS WEB ORGANIZER" b. Guide students to proceed categorizing occupations from Oxford Picture Dictionary pp. 136-139. 2. Define that education requirements and skills are what separate these categories. <ol style="list-style-type: none"> a. Brainstorm a list of education degrees on JOBS WEB ORGANIZER, ie., GED, A.A. College Credit Certificate, etc. Next to degree write approximate # of years of schooling needed. 3. On JOBS WEB ORGANIZER, brainstorm a list of skills required for different occupations. Use picture dictionary p.140 for clarification. Be sure to include those provided on vocabulary sheet. 4. Distribute vocabulary handout and practice pronunciation. Teach articles a/an and rule as stated on article practice worksheet. Practice as a group using pp. 136-139 from picture dictionary. Have students complete article worksheet independently. Go over worksheet as a group. 5. Teach modal can/can't using provided worksheet. Stress pronunciation for affirmative and negative. Determine students' job skills by having them complete the can/can't worksheet. 	GRAMMATICAL FOCUS:	Articles a/an Modal: can/can't Would like to- as a polite request for preference

	<p>Have students determine their desired skill to acquire by answering and sharing last part of can/can't worksheet.</p> <ol style="list-style-type: none"> 6. Have students determine that certain occupations require certain skills and levels of education. Use occupation/skill match practice handout. Model with examples and let students complete independently. 7. Students will define their occupation goal using the provided 'Would You Like' survey. Have students answer the survey for their own preference for each question, and then survey two other classmates. (Clarify the correct pronunciation of would, and the use of the expression as a polite request for preference. Follow example on worksheet.) 8. Students will determine their own occupation and education goals using the Career/Skills/Education worksheet. Provide college catalogs. Model with whole group using examples, and guide students to complete worksheet in groups of 3 or 4. <ol style="list-style-type: none"> a. Have students share their individual career/skill/education goal with the class. 9. Again display college catalog. Explain that programs of study can be confusing, but that colleges provide counseling and educational planning. <ol style="list-style-type: none"> a. Provide copies of Student Handbook/Directory. Explain how to locate department information. 10. Have students practice provided phone dialogue to obtain an appointment with an advisor with 2-3 other classmates. 11. Have students practice provided dialogue with an advisor with 2-3 different classmates. 12. Distribute, explain and clarify community extension assignment. 13. In next class, have students share materials and experience. 		
<p>TEXT BOOKS:</p>	<p>Oxford Picture Dictionary</p>	<p>PRONUNCIATION:</p>	<p>Names of occupations Can/can't (stress T) would</p>

MATERIALS/ ADDITIONAL RESOURCES:	<ul style="list-style-type: none"> -Jobs web organizer -Vocabulary handout -Article practice WS -Modal: can/can't practice WS -Occupation-Skill match WS -Would you like... survey -Career/Skills/Education goal WS -Community extension assignment -Student Handbook/Directory -College catalog 	VOCABULARY:	<p>entry level job, occupation, accountant, architect, assembler, assistant, auto mechanic, baby sitter, baker, carpenter, cashier, computer programmer, cook, correctional officer, dental assistant, dentist, doctor, engineer, firefighter, florist, interpreter, nurse, office worker, optometrist, paralegal secretary, secretary, taxi driver, teacher, waiter, waitress</p> <p>skill, assemble, assist, cook, design, do math, drive, operate, repair, sell, sew, speak another language, supervise, take care of, type, use a cash register, wait on customers, work on a computer</p>
COMMUNITY RESOURCES:	<ul style="list-style-type: none"> -community college -counselor/advisor -student handbook/college directory -college catalog 	EVALUATION:	<p>Article practice Would you like- survey Dialog practice Presentation of community extension activity</p>

Lesson Plans by: Rocío Castiblanco Date: 5/24/04
Instructor's Name