



PERSONAL LIFE HISTORY

Beginning ESL Literacy

Students describe themselves and their lives using visuals.

Lesson objectives:

- Introduce yourself
- Find pictures that describe your life

Warm up

- Before class: write the lesson objectives on the board. Tell Ss they will use pictures to introduce themselves to their classmates.

Presentation

- Write prompts on the board such as *My name is...*, *I'm from...*
- Introduce yourself to the class using the prompts. If possible, bring in pictures of yourself and share them with the Ss. Use the prompts when describing your pictures.
- Ask each S to introduce him/herself to the class using the prompts. Write down the sentences on the board and have students read their sentences aloud.
- Give each S a copy of the Activity Worksheet. Model how to use the worksheet using your own pictures.

- Tell Ss to take the Activity Worksheet home and tape or glue pictures of themselves and where they are from to the worksheet.
- Ss bring their completed Activity Worksheet to class and practice introducing themselves using the photos.

Evaluation

- Ss add the completed Activity Worksheet 1A to their Career Portfolio.



PERSONAL LIFE HISTORY

Beginning ESL Literacy

Name _____

Picture of me

Picture of
where I'm from



CAREER INTEREST INVENTORY

Beginning ESL Literacy

Students learn about common career areas.

Lesson objectives:

- Learn about career areas

Warm up

- Before class: write the lesson objective on the board.
- Ask Ss: *What is a career?* Elicit answers such as *a job you do for a long time*.
- Tell Ss you are a teacher and this is your career. Write *career* on the board and, beneath it, *teacher*.
- Tell Ss that *teacher* is a career in the career area of *education*. There are many careers in education. Write *career area* on the board and, beneath it, *education*.

Presentation

- Explain that Ss will explore common career areas.
- Give each S a copy of the Activity Worksheet.

- Tell Ss to look at the pictures.
- Review the names of each career area. Ask Ss to repeat the terms until their pronunciation is correct.
- Tell Ss that the list includes the fastest growing careers in the United States.
- Ss in pairs. Ss point to pictures of jobs they find interesting.
- Ask Ss to choose the two career areas that are most interesting to them.
- Tell Ss to check the boxes next to the career area headings.

Evaluation

- Ss add the completed Activity Worksheet 2A to their Career Portfolio.



CAREER INTEREST INVENTORY

Beginning ESL Literacy

Name _____

Look at the pictures. Choose two career areas that interest you.

HEALTH



TECHNOLOGY



ENVIRONMENT



EDUCATION



BUSINESS



COMMUNICATION AND ARTS





CAREER PATHWAY SEARCH

Beginning ESL Literacy

Students use pictures to describe their career pathway.

Lesson objectives:

- Use pictures to describe your career pathway

Warm up

- Before class: write the lesson objective on the board.
- Underline career. Ask Ss: *What's a career?* Elicit answers such as *a job that someone does for a long time.*
- Explain that a career pathway is the path Ss will take to get the career they want in the future. Tell Ss they will find and use pictures to describe their career pathway.

Presentation

- Before class, collect several magazines and newspapers. Bring enough magazines, newspapers, scissors and glue or tape for Ss to use.
- Tell Ss they are going to search through the magazines and newspapers for pictures to describe their career pathway.
- Ask Ss what types of things they need to do to get the career they want in the future. Write Ss' answers on the board. Elicit suggestions such as *take classes, improve my English, improve my computer skills, research possible careers and create a resume.*
- Model the activity for Ss. Hold up pictures to represent your own career pathway (e.g. a

person graduating from college, a person working on a computer.)

- Tell each S to find and cut out four pictures that describe the career pathway they'd like to take.
- After Ss have found the pictures, give each S a copy of the Activity Worksheet. Tell Ss to glue or tape the pictures to the Activity Worksheet.
- Once the Ss have finished, model how to write sentences describing the pictures. Write the sentence opener *I want to...* or *I'd like to...* on the board.
- Hold up one of your pictures and write a simple sentence about the picture in the present tense on the board (e.g. *I hope to go to graduate school*).
- Tell Ss to write sentences under each picture describing the job skill.
- After Ss have finished writing the sentences, ask each S to share their pictures with the class and read one or more of the sentences.

Evaluation

- Ss add the completed Activity Worksheet 3A to their Career Portfolio.



CAREER PATHWAY SEARCH

Beginning ESL Literacy

Name _____

Attach pictures of your career pathway. Write sentences about the pictures.



Pathway Picture 1

_____.



Pathway Picture 2

_____.



Pathway Picture 3

_____.



Pathway Picture 4

_____.



APPLYING SOFT SKILLS

Beginning ESL Literacy

Students listen to and confirm information in order to develop phone skills.

Lesson objectives:

- Develop phone skills
- Practice listening to and confirming information

Warm up

- Before class: write the lesson objectives on the board.
- Ask Ss: *Do you speak on the phone in English? If so, is speaking on the phone hard or easy?* Elicit answers from Ss such as *speaking on the phone is hard because you can't see the other person.*
- Divide the class into pairs. Ask Ss to sit back-to-back facing away from one another.
- Tell Ss to role play calling the businesses on the worksheet to ask for and confirm the address.
- Ss take turns acting out the conversation to confirm each address.
- Remind Ss to speak slowly, loudly and clearly.

Presentation

- Give each S a copy of the Activity Worksheet.
- Ask a S to volunteer. Model the first dialogue with the S a few times. Ensure Ss understand the vocabulary.

Evaluation

- Ss add the completed Activity Worksheet 5A to their Career Portfolio.



APPLYING SOFT SKILLS

Beginning ESL Literacy

Name: _____

Read the conversation. Practice the conversation using the addresses below.

A: Hello. This is Number One Pizza.

B: Hello. What is your address?

A: Our address is 562 Main Street Miami, FL 33126.

B: Can you repeat that please?

A: 562 Main Street Miami, FL 33126.

B: 562 Main Street Miami, FL 33126. Is that correct?

A: Yes, that's correct.

B: Thank you. Goodbye.

A: Goodbye.

1. Number One Pizza
562 Main Street
Miami, FL 33126
2. Hotel Houston
130 White Avenue
Houston, TX 77010
3. Sally's Car Repair
1098 Washington Boulevard
Sacramento, CA 95834



BUILDING A RESUME

Beginning ESL Literacy

Students use pictures to describe their work experience.

Lesson objectives:

- Use pictures to describe your work experience

Warm up

- Before class: write the lesson objective on the board.
- Tell Ss they will find and use pictures to describe their work experience.

Presentation

- Before class, collect several magazines and newspapers. Bring enough magazines, newspapers, scissors and glue or tape for Ss to use.
- Tell Ss they are going to search through the magazines and newspapers for pictures to describe their job skills.
- Write examples of job skills on the board such as *use a computer*, *answer phone calls* and *cook food*. Ask Ss for examples of other job skills. Write Ss' answers on the board.
- Model the activity for Ss. Hold up pictures to represent your own work experience (e.g. a teacher standing in front of a classroom.)

- Tell each S to find and cut out four pictures that describe their work experience.¹
- After Ss have found the pictures, give each S a copy of the Activity Worksheet. Tell Ss to glue or tape the pictures to the Activity Worksheet.
- Once the Ss have finished, model how to write sentences describing the pictures.
- Hold up one of your pictures and write a simple sentence about the picture in the present tense on the board (*e.g. I teach English classes*).
- Tell Ss to write a sentence under each picture to describe the job skill.
- After Ss have finished writing the sentences, ask each S to share their pictures with the class and read one or more of the sentences.

Evaluation

- Ss add the completed Activity Worksheet 6A to their Career Portfolio.

¹If Ss have minimal work experience, encourage them to think about the things they do at home (e.g. cook food, make appointments).



BUILDING A RESUME

Beginning ESL Literacy

Name _____

Career of Interest _____

Job skill 1

Job skill 2

Job skill 3

Job skill 4



COLLEGE KNOWLEDGE AND NAVIGATION

Beginning ESL Literacy

Students learn about the educational system in the United States and fill out a chart about their educational background.

Lesson objectives:

- Learn about the U.S. education system
- Describe your educational background

Warm up

- Before class: write the lesson objectives on the board.
- Write *elementary school, middle school, high school, college, university* and *trade and vocational schools* on the board.

Presentation

- Ask Ss if they have children in school. If so, ask which grades their children are in. Write the answers on the board.
- Describe the school system in the United States.
- Explain that there are thirteen grades in the elementary and secondary school system (kindergarten; first through twelfth).
- Tell Ss that elementary school consists of kindergarten through fifth or sixth grades. Middle school consists of fifth or sixth through eighth grade.
- Tell Ss that high school consists of ninth through twelfth grades. High school is called secondary school.

- Explain that college, university and vocational/ trade school are called post-secondary schools. Explain that these schools teach job-specific skills.
- Ensure Ss understand how the school system in the United States is structured.
- Give each S a copy of the Activity Worksheet.
- Tell Ss they need to be able to describe their educational background to employers. Explain that many jobs require post-secondary education so it's also important for them to set educational goals.
- Ask Ss to fill out the chart. Walk around and help as needed.

Evaluation

- Ss add the completed Activity Worksheet 7A to their Career Portfolio.



COLLEGE KNOWLEDGE AND NAVIGATION

Beginning ESL Literacy

Name: _____

Type of School	I completed this.	I'd like to complete this.
Elementary School		
Middle School		
High School		
College/University		
Vocational/Trade School		



PROFESSIONAL PRESENTATIONS AND TEAMWORK

Beginning ESL Literacy

Students give a brief presentation about themselves to their classmates.

Lesson objectives:

- Talk about yourself
- Describe your life, educational background and job skills

Warm up

- Before class: write the lesson objectives on the board.
- Tell Ss that they are going to give brief presentations to their classmates.

Presentation

- Model a presentation for the class. Introduce yourself, speaking slowly and clearly and making eye contact with the Ss. Talk about where you are from, your family, job, career goals, educational background and job skills.

For example: I'm from Atlanta, Georgia. The weather is hot there. My sister lives near me. We see each other often. I am a teacher. I plan to go to graduate school. I'd like to be a professor. I studied English in college. I'm good with computers. I also like writing.

- Ask Ss what they liked about your presentation. Elicit answers such as spoke slowly, smiled, made eye contact, talked about interesting things. Write Ss' answers on the board.

- Give each S a copy of the Activity Worksheet.
- Review the questions with Ss to ensure they understand the terms.
- Tell Ss to answer the questions. Walk around and help as needed.
- Ss in pairs. Ss take turns telling their partners about themselves using the Activity Worksheet.
- After Ss have practiced their presentation with a partner, ask each S to give a presentation about themselves to the class for one-two minutes. Encourage Ss to speak slowly and clearly, to use their notes and to make eye contact with their classmates.

Evaluation

- Ss add the completed Activity Worksheet 8A to their Career Portfolio.

