



PERSONAL LIFE HISTORY

High Intermediate

Students write and edit a three-paragraph autobiographical essay.

Lesson objectives:

- Write a three paragraph essay about yourself
- Edit your own essay

Warm up

- Before class: write the lesson objectives on the board.
- Ask Ss to define the word *essay*. Elicit answers such as a short piece of writing. Tell Ss that an essay is usually three paragraphs or longer.

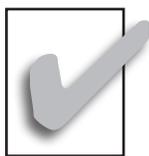
Presentation

- Introduce yourself to the class. Tell the Ss about where you grew up, where you live now and a few details about your job or family.
- Tell Ss they are going to write three-paragraph essays. Each paragraph should be 4—5 sentences.
- Tell Ss the first paragraph will be about where they grew up. The second paragraph will be about their life in the United States. The third paragraph will be about their job or family.
- Give each S a copy of the Activity Worksheet. If your school has a computer lab, Ss can use the Activity Worksheets to brainstorm notes before they type their essays. Model for Ss how to use the word processing program.

- If your school does not have a computer lab, Ss can write their essay by hand on the Activity Worksheet.
- Ss type or write essays. Walk around the room and help Ss as needed.
- After Ss have written their essays, tell Ss to edit their own work.
- Ask Ss what they should look for when editing. Elicit answers such as: *complete sentences, correct spelling, correct punctuation, correct tense and logical flow*. Write the Ss' suggestions on the board.
- Ss edit their own essays. Walk around the room and help Ss as needed.
- After Ss finish editing the essays, ask them to correct their essays for homework. Ss can type or rewrite the essays.

Evaluation

- Ss add the typed essay or completed Activity Worksheet 1E to their Career Portfolio.



PERSONAL LIFE HISTORY

High Intermediate

Name _____

All About Me

I grew up in _____

My life in the United States is _____

My (family / job) is _____



CAREER INTEREST INVENTORY

High Intermediate

Students write a paragraph about their career and personal goals.

Lesson objectives:

- Learn about and describe your career and personal goals

Warm up

- Before class: write the lesson objective on the board.
- Ask Ss: *How does your career affect your personal life?* Elicit answers such as *a career determines where you live, how much you work each day, how much money you earn, how often you see your family and how often you travel.*

Presentation

- Tell the Ss they are going to explore their career and personal goals in order to determine their career priorities.
- Give each S a copy of the Activity Worksheet.
- Read each question and ensure Ss understand the terms.
- Ss answer the questions.
- Once Ss have finished the Activity Worksheet, divide the class into pairs.

- Ss take turns telling their partner about their career and personal goals.
- Ask each S to share a few of their goals with the class.
- Ss then write a paragraph about their career and personal goals. Walk around and help as needed.
- If your school has a computer lab, Ss can use the Activity Worksheet to write notes and then type their paragraph.
- If your school does not have a computer lab, Ss can write the paragraph by hand.

Evaluation

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



CAREER INTEREST INVENTORY

High Intermediate

Name _____

Career and Personal Goals Inventory

A. Answer the questions below. Use complete sentences.

Career Goals

1. Do you prefer a small or large company?
2. Do you prefer a formal or informal workplace?
3. Do you prefer a workplace in which you can make friends?
4. Do you prefer a flexible or set schedule?
5. Is it important for you to have the opportunity to advance quickly?
6. Would you like to eventually become part of management?
7. Do you prefer to collaborate with people or to work alone?

Personal Goals

8. Where do you want to live?
9. What are your salary needs?
10. How much job security do you need?
11. What interests outside of work do you want to have time to enjoy?
12. How important is travel to you?
13. How much time do you like to spend with your family and friends each week?
14. Would you be willing to move to a different city for a job?

B. Write a paragraph describing your career and personal goals.



PATHWAY SEARCH

High Intermediate

Students learn about questions to ask when accepting a job offer.

Lesson objectives:

- Learn about accepting a job offer

Warm up

- Before class: write the lesson objective on the board.
- Ask Ss: *Think about a time you received a job offer. What was it like? How did you feel?* Encourage Ss to share their stories with the class.

Presentation

- Tell Ss they are going to learn how to accept a job offer.
- Explain that when Ss receive a job offer, they should ask as many questions about the position as possible before they accept it.
- Give each S a copy of the Activity Worksheet. Review the questions.
- Explain that common employee benefits are: health, dental, vision or life insurance and retirement plans such as a pension plan or 401K. Write examples of employee benefits on the board.
- Tell Ss that many companies offer one week or more of paid vacation per year. Employees typically accrue vacation time throughout the year.

- Tell Ss it's important to research the average salary of a professional in their career of interest and region. They can find this information online. They should type key terms into a search engine, for example, *welder, Miami, salary*.
- If the company offers a lower salary than they find online, they can try to negotiate a higher salary. The employer may or may not negotiate with them but it's often worth trying.
- Explain to Ss that it's common to receive an acceptance letter outlining the details of their new position. The acceptance letter makes the offer official.
- Ss in pairs. Tell Ss to practice accepting a job offer with their partner. They should take turns asking their partner the questions on the Activity Worksheet. Encourage Ss to be creative and make up information. Walk around and help as needed.

Evaluation

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



PATHWAY SEARCH

High Intermediate

Name _____

Career of Interest _____

Questions to ask When Accepting a Job Offer

1. What will my schedule be like?
2. Which employee benefits will I be eligible for?
3. How much vacation time will I have?
4. How many personal or sick days will I have?
5. What will my salary be?
6. When will I receive my acceptance letter?
7. Is there a job description for this position? If so, could I have a copy with my acceptance letter?
8. When is the start date?



CAREER RESEARCH WRITING

High Intermediate

Students learn to select varied and reliable information sources in order to write research papers

Lesson objectives:

- Discuss types of information sources
- Find reliable Internet and print sources

Warm up

- Before class: write the lesson objectives on the board.
- Ask Ss: *what information sources should you use when researching a paper?* Elicit answers such as: *books, magazines, newspapers and websites.*
- Explain to Ss that anyone can create a website and many sites are therefore not reliable. Encourage Ss to use only newspaper, magazine and encyclopedia websites for online research.

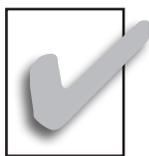
Presentation

- Give each S a copy of the Activity Worksheet. Ask Ss to write their career of interest at the top of the worksheet.
- Point to the boxes and explain that Ss need to write down information for every source they use. Ensure Ss understand all of the words.
- Ask Ss to find four sources for a research paper on their career of interest.

- If your school has a computer lab, tell Ss they will be using the Internet to find two online sources. Model how to find information about a career of interest. For example, type *registered nurse, occupational facts* into a search engine. Show Ss the articles that come up. Point out the information--website address, article name, date published, date found--and model how to document the source.
- If a computer lab is not available, bring Ss to the library. Notify the librarian ahead of time and ask if the librarian is available to direct Ss to occupational research resources. Give each S a copy of the Activity Worksheet. Tell Ss to find two print sources of information. Model how to fill out one of the print source boxes using a book, magazine or newspaper.
- For homework, Ss should complete the table and have identified four reliable sources of information for their research paper.

Evaluation

- Ss add the completed Activity Worksheet 4E to their Career Portfolio.



CAREER RESEARCH WRITING

High Intermediate

Name _____

Career of Interest _____

Internet Sources	Print Sources
<p>_____</p> <p>Website address</p> <p>_____</p> <p>Article name</p> <p>_____</p> <p>Date published</p> <p>_____</p> <p>Date Found</p>	<p>_____</p> <p>First and last name of author(s)</p> <p>_____</p> <p>Title of Book</p> <p>_____</p> <p>City of publication</p> <p>_____</p> <p>Publisher</p> <p>_____</p> <p>Year of publication</p> <p><input type="checkbox"/> book <input type="checkbox"/> magazine <input type="checkbox"/> newspaper</p>
<p>_____</p> <p>Website address</p> <p>_____</p> <p>Article name</p> <p>_____</p> <p>Date published</p> <p>_____</p> <p>Date Found</p>	<p>_____</p> <p>First and last name of author(s)</p> <p>_____</p> <p>Title of Book</p> <p>_____</p> <p>City of publication</p> <p>_____</p> <p>Publisher</p> <p>_____</p> <p>Year of publication</p> <p><input type="checkbox"/> book <input type="checkbox"/> magazine <input type="checkbox"/> newspaper</p>



APPLYING SOFT SKILLS

High Intermediate

Students learn how to search for jobs and prepare to drop off their resumes at businesses.

Lesson objectives:

- Discuss job search tips
- Prepare to drop off your resume at local businesses

Warm up

- Before class: write the lesson objectives on the board.
- Ask Ss: *How did you find a job in your home country?* Write Ss' answers on the board.
- Ask Ss: *How did you find a job in this country?* Write Ss' answers on the board.
- Add *network, look at job ads, visit business' websites to check for openings, attend job fairs* and *drop off a resume in person* if those methods aren't already on the board.
- Divide class into pairs. Ss take turns showing one another the ad they chose. Ss discuss the job description and why they are interested in it.
- Tell Ss it's important to search for jobs in a variety of ways beyond online or newspaper ads (networking, attending job fairs, applying to businesses online).
- Tell Ss that another method of searching for a job is to drop off their resume at a business where they would like to work.
- Give each S a copy of the Activity Worksheet.
- Tell Ss they are going to create a list of local businesses where they would like to work. If they have already selected local businesses of interest, they can add those to the list.
- If your school has a computer lab Ss can find the names, addresses and phone numbers of the businesses online.
- If your school does not have a computer lab Ss can find the names, addresses and phone numbers of the businesses in a phone book.
- Tell Ss to visit each business and drop off their resume with the appropriate person in the Human Resources Department.

Presentation

- Write the addresses of several job search websites on the board (e.g. www.careerbuilder.com, www.monster.com, www.indeed.com) and tell Ss that these websites have many job ads.
- If your school has a computer lab, model how to navigate one of the job search websites. Tell Ss to search through the ads and find the ad that is most interesting to them.
- If your school does not have a lab, bring several newspaper job sections to class and share them with Ss. Tell Ss to search through the ads and find the ad that is most interesting to them.
- Encourage Ss to write down any words in the ad that are unfamiliar.

Evaluation

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



APPLYING SOFT SKILLS

High Intermediate

Name: _____

Career of Interest _____

Business #1

What is the name of the business?

What is the address of the business?

What is the phone number of the business?

Who is a contact in the Human Resources department?

Business #2

What is the name of the business?

What is the address of the business?

What is the phone number of the business?

Who is a contact in the Human Resources department?

Business #3

What is the name of the business?

What is the address of the business?

What is the phone number of the business?

Who is a contact in the Human Resources department?



BUILDING A RESUME

High Intermediate

Students revise their resumes then edit a classmate's resume.

Lesson objectives:

- Revise your resume
- Edit your partner's resume

Warm up

- Before class: write the lesson objectives on the board.

Presentation

- Ask Ss to bring their resume to class. The resume can be typed or hand-written.¹
- Review the basic structure of a resume with Ss: *Contact Information, Professional Experience, Education and Skills*.
- Tell Ss they are going to revise their resume.
- Give each S a copy of the Activity Worksheet. Review the questions.
- Explain the difference between chronological and functional resumes: *chronological resumes focus on work experience from most to least recent; functional resumes focus on skills and experience*.
- Explain that chronological resumes are the most common type of resume. Functional resumes are useful when a person is hoping to change careers or has gaps in their employment history.
- Write *Managed the department budget* on the board. Ask Ss: *What is unusual about this sentence?* Elicit answers such as *there is no subject; there is no I*.

- Tell Ss that sentences describing job responsibilities should never contain *I* or *my*.
- Write examples of action verbs on the board such as *managed, accomplished, collaborated, encouraged, established, facilitated, developed, planned*. Ensure Ss understand the meaning of each verb.
- Encourage Ss to use action verbs such as these when describing job responsibilities.
- Define transferable skills as *skills that are useful in any job*. Remind Ss to focus on transferable skills when describing job responsibilities.
- Tell Ss to answer the questions and then revise their resume accordingly.
- Divide the class into pairs. Tell Ss to edit each other's resumes using the Activity Worksheet questions.
- Ss discuss the suggested edits with their partner.

Evaluation

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

¹If any Ss do not have a resume, they can create one during class while their classmates complete the Activity Worksheet.



BUILDING A RESUME

High Intermediate

Name: _____

Career of Interest _____

Read the resume. Answer the questions below.

1. Does the resume have the key sections (*Contact Information, Professional Experience, Education and Skills*)?
2. Is the contact information complete? Is there a home address, e-mail address and phone number?
3. Is the resume *chronological* or *functional*?
4. Do the job responsibility sentences contain *I* or *my*?
5. Which action verbs are used?
6. Do the job responsibilities focus on transferable skills?
7. Is the resume easy to read?
8. Are there any spelling or grammar mistakes?



COLLEGE KNOWLEDGE AND NAVIGATION

High Intermediate

Students learn about post-secondary school admission requirements.

Lesson objectives:

- Learn about post-secondary school admission requirements

Warm up

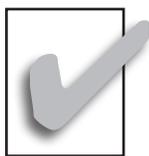
- Before class: write the lesson objective on the board.
- Tell Ss that many jobs require post-secondary education. Write examples of post-secondary schools on the board: *college, university, trade and vocational schools*.
- Ask Ss: *What information do post-secondary schools require when you apply?* Elicit answers such as *test scores, high school diploma, GED transcript or recommendation letters*.
- If a computer lab is not available, bring Ss to the library. Notify the library ahead of time and ask if a librarian is available to direct Ss to educational research resources.
- If possible, bring brochures from local colleges, universities and post-secondary programs to class.
- Tell Ss they will use books, articles or brochures to answer the questions.
- Walk around and help Ss complete the worksheet.

Presentation

- Tell Ss they are going to learn about post-secondary school admission requirements.
- Give each S a copy of the Activity Worksheet. Review the questions and ensure Ss understand the terms.
- Explain that a recommendation letter is a letter to the school from a previous teacher, boss or colleague recommending the S for admission.
- If your school has a computer lab, tell Ss they will use the Internet to answer the questions.
- Model how to navigate a post-secondary school website. Go to the website for a nearby college or university and show Ss how to find information about admission requirements.
- Urge Ss to make an appointment with a counselor at the school they are interested in to ask questions about their eligibility status. Each school has different visa and residency requirements. Ss should find out exactly which documents they need in order to apply for admission. They may need to have their diploma or college transcript translated so remind Ss to ask about this as well.

Evaluation

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



COLLEGE KNOWLEDGE AND NAVIGATION

High Intermediate

Name: _____

Career of interest: _____

**Find a post-secondary school that offers training for your career of interest.
Read about the school's admissions requirements. Answer the questions.**

1. Which tests are required for admission to the school (e.g. SAT, ACT, TOEFL Accuplacer)?
2. Does the school require a GED?
3. If yes, does the GED have to be in English?
4. What type of documentation is required for admission?
5. Does the school require recommendation letters?
6. If yes, write the names of three people who could write letters for you.
7. What are the prerequisites for the program you are interested in?



PROFESSIONAL PRESENTATIONS AND TEAMWORK

High Intermediate

Students role-play job interviews in front of their classmates.

Lesson objectives:

- Role-play a job interview

Warm up

- Before class: write the lesson objective on the board.
- Ask Ss: *How should you prepare for a job interview?* Elicit answers such as *research the company, arrive early, bring copies of your resume, dress professionally, arrange childcare and transportation.*
- Ask Ss: *How should you behave during a job interview?* Elicit answers such as *speak slowly and clearly, make eye contact, ask questions, don't chew gum or eat food, smile and act friendly.*
- Divide class into pairs. Tell each S to choose seven questions from the list. Each S then asks their partner those questions. Ss take turns interviewing one another.
- Encourage Ss to speak slowly and clearly and to give examples to support their answers.
- After Ss have practiced interviewing one another, tell them they are going to role-play the interview for their classmates.
- After each pair role-plays an interview, ask the class to say the things they liked about the presentation and to offer suggestions to the Ss.
- Encourage Ss to answer each interview question outside of class in order to prepare for future job interviews.

Presentation

- Ask Ss: *What kinds of questions do people ask during job interviews?* Write Ss' answers on the board.
- Give each S a copy of the Activity Worksheet. Review the questions and ensure Ss understand the terms. Encourage Ss to write down any questions on the board that aren't on the Activity Worksheet.

Evaluation

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



PROFESSIONAL PRESENTATIONS AND TEAMWORK

High Intermediate

Name _____

Career of Interest _____

Job Interview Questions

1. Tell me about yourself.
2. What is your educational background?
3. What are your career goals?
4. What are your strengths?
5. What are your weaknesses?
6. Why have you chosen this career?
7. What were the responsibilities in your last position?
8. Do you enjoy working on a team? Why or why not?
9. What major challenges have you had at work?
10. Where do you see yourself in five years?
11. How do you want to improve yourself in the next year?
12. Why are you interested in this job?
13. Who was your favorite manager and why?
14. What are the qualities of a good leader?
15. Give an example of a time you showed leadership.