

A Sample Lesson from



Exploring English



12 Multi-Level
English Lessons

***Welcome to the sample lesson of Exploring English,
teachers' curriculum.***

This ***Exploring English*** curriculum focuses on helping students improve their English conversation and reading comprehension abilities.

The curriculum is divided into two books: ***Exploring English*** multi-level conversation curriculum and ***Exploring English***, reading and discussion curriculum.

The first book contains twelve English conversation lessons, with each lesson focusing on a different theme (see the *Order of Curriculum* on p. 3 of this sample).

Each lesson includes vocabulary practice, American idioms, discussions, grammar practice, activities and a writing assignment. Based on the English ability of the students, the teacher can choose discussions and activities for beginner, intermediate or advanced levels of speaking ability.

The second book contains 12 reading lessons from the Old and New Testaments. These lessons are tied to the themes of the English lessons (see the *Order of Curriculum*). These are academic reading lessons: they are not Bible studies. This second book also contains outlines for 12 discussion times related to the reading lessons. In this class, using guided question-and-answer discussions, the teacher can make the spiritual application to the reading lesson.

Besides the multi-level curriculum, we also have an entry-level book for teachers of students with no, or very little previous English experience.

We can also provide you with other teachers' resources and student materials. See the pricelist on this website for a complete listing of materials available in this ***Exploring*** curriculum and our other series.

If you have questions about using this curriculum, our other resources, or the possibility of a Teacher-Training Weekend Workshop,

contact OutreachEnglishClasses@efca.org.

or

call 1-800-745-2202.

ORDER OF CURRICULUM

The opening pages of the English curriculum and reading book contain teaching guides for each part of the lesson as well as a brief review of English grammar.

LESSON 1 English Theme: Your Work Bible Reading Topic: God Created The World Genesis 1	p.23
LESSON 2 English Theme: Famous People Bible Reading Topic: God Created People Genesis 1 and 2	p.37
LESSON 3 English Theme: Agriculture Bible Reading Topic: Sin Entered The World Genesis 3	p.51
LESSON 4 English Theme: Your Home Bible Reading Topic: The World Was Destroyed By A Flood Genesis 6-9	p.67
LESSON 5 English Theme: Cultures Bible Reading Topic: Abraham Was Made Right With God Genesis 12, 15 and 17	p.79
LESSON 6 English Theme: Your Community Bible Reading Topic: God Gave Ten Great Laws Exodus 20	p.91
LESSON 7 English Theme: The Animal Kingdom Bible Reading Topic: A Psalm Of King David Psalm 23	p.105
LESSON 8 English Theme: Travel Bible Reading Topic: Jonah Learned A Hard lesson Jonah 1-4	p.121
LESSON 9 English Theme: Communication Bible Reading Topic: Elijah Defeats the Men Of Baal 1 Kings 18	p.135
LESSON 10 English Theme: Family Life Bible Reading Topic: A King has Come John 1	p.151
LESSON 11 English Theme: Compassion And Care Bible Reading Topic: The Crucifixion And Resurrection Of Jesus Luke 23 and 24	p.161
LESSON 12 English Theme: Business Bible Reading Topic: Jesus Will Return	p.175

English lessons introduce the reading lessons

A typical class-day includes two hours of conversational English class, a one-hour reading class and a one-hour discussion time.

Each English lesson begins with two pages for writing lessons plans for a two-hour English class. If less time is available, do fewer discussions or activities.

EXPLORING YOUR WORK

Icebreaker

1. **(B, I) Introductions:** Begin this first day with introductions. Introduce yourself and show your class how introductions to strangers are done in the US.

Hello, my name is _____. What is your name? My name is _____.

I am happy to meet you.

Thank you. I am happy to meet you, too.

Write this dialog on your white-board and ask students to introduce themselves to each other.

2. **(I, A) Why English?** Introduce yourself to your class. Include in your introduction a brief description of what you do (or did) to earn a living. Ask students to introduce themselves and tell briefly why they want to improve their ability to speak and understand English.

3. **(I, A) Occupations Concentration:** Before class, make at least 30 small cards (2" by 3") with one of the following 15 occupations and 15 places of work on the cards: pharmacist, pharmacy, mechanic, garage, florist, flower shop, jeweler, jewelry store, grocer, grocery store, baker, bakery, chemist, laboratory, secretary, office, beautician, beauty parlor, barber, barber shop, teacher, classroom, nurse, hospital, bus driver, bus, chef, restaurant, sailor, ship, pilot, airplane, chauffeur, limousine, life guard, beach.

Use the cards to play a 'Concentration' game. Cards are placed face down on a table in a 5 by 6 grid. Students take turns, turning over two cards, trying to match an occupation with its place of work. If a match is made the student keeps those cards and turns over two more cards. Make several sets if you have more than six students so that several games can proceed at the same time.

These words are reprinted at the end of this lesson for you to photocopy.

Idioms

all work and no play
jack-of-all-trades
sell like hotcakes
clock-watcher

all in a day's work
dead to the salt mines
grin and bear it
work like a dog

call it a day
beyond the call of duty
run a tight ship
signed, sealed, and delivered

Discussion Exercises

1. **I Am A... (B): Vocabulary – names of occupations relevant to your students, and actions related to those occupations**

Before class, photocopy and enlarge pictures of people at work. Look in the Picture Dictionary on pages 39, 42, 43, 46, 47, 82, 85, 86. There are other pages that also show people at work. Try to use pictures that will be relevant to your students.

Teach the names of several occupations for which you have pictures. Also teach vocabulary that describes what the people in these occupations do.

After teaching the names of occupations, place the pictures in the center of your table. Demonstrate for your students the following practice exercise. Choose a picture; show it to your students and say, *“I am a dentist (p.39). I fix teeth.”* Let each student choose a picture and identify him/herself with the picture and then tell the class one activity he or she does at that job.

2. I use... (B): Vocabulary – names of occupations relevant to your students, and equipment related to those occupations

Before class, photocopy and enlarge pictures of people at work. Look in the Picture Dictionary on pages 39, 42, 43, 46, 47, 82, 85, 86. There are many other pages that show people at work. Try to use pictures that will be relevant to your student.

Teach the names of several occupations for which you have pictures. Also teach vocabulary that describes the equipment used in these occupations.

After teaching the necessary vocabulary, place the pictures in the center of your table. Demonstrate for your students the following practice exercise. Choose a picture; show it to your students and say, *“I am a janitor. (p.85). I use a broom.”* Let each student choose a picture and identify him/herself with the picture and then tell the class one piece of equipment he or she uses at that job.

If you also used discussion exercise 1 you can combine the two into one review: *“I am a dentist. I fix teeth. I use a drill.”*


3. Better Or Worse (B): Vocabulary – names of occupations relevant to your students

Before class, photocopy and enlarge pictures of people at work. Look in the Picture Dictionary on pages 83, 84, 85, 86. There are many other pages that show people at work; see p.39, 42, 43, 44-45, 46, 47, 82. Try to use pictures that will be relevant to your students.

After teaching the names of various occupations, ask students to choose which occupations are better than others. You can begin by choosing two pictures and in one sentence, using simple vocabulary, tell why you think the work in one picture is better than the work in the other: *“I want to be a teacher, not a car mechanic because mechanics get dirty.”*

Ask each student to choose two pictures and tell why one occupation is better than the other.

Teach vocabulary that your students will need for later discussions.



4. Occupations (B): Vocabulary – secretary, waiter/waitress, doctor, dentist, librarian, carpenter, mechanic, teacher, driver, cook, salesperson

Show pages 84-86 of your Picture Dictionary to your class. Another option is to make photocopies of these pages, one for each student before class. Write the occupations listed on your board as well as these three questions:

- a. Where do these people work?
- b. What do they do?
- c. What tools (equipment) do they use?

5. Occupations (B): Vocabulary – driver, doctor, carpenter, mechanic, farmer, cook, salesperson

One at a time, write these sentences on your white-board. Ask your students to complete them by choosing the correct occupation. Ask different students to read the completed sentence.

- a. I like to drive. I will be a _____.
- b. I like adventure and danger. I will be a _____.
- c. I like to help sick people. I will be a _____.
- d. I like to build houses. I will be a _____.
- e. I like to repair cars. I will be a _____.
- f. I like growing things. I will be a _____.
- g. I like to cook. I will be a _____.
- h. I like to sell things. I will be a _____.

Ask students if they can make up their own responses for other occupations.

6. Woman's Work Or Men's Work? (B, I): Vocabulary – for B-level students teach names of occupations relevant to your students

Before class, photocopy and enlarge pictures of people at work. Look in the Picture Dictionary on pages 83-86. There are many other pages that show people at work; see p.39, 42-47, 82. Try to use pictures that will be relevant to your students.

Show your students the pictures of different people at work and ask them to name the occupation. Your I-level students will already know the names of most of them; your B-level students may know a few. Teach your students the names of occupations they do not know.

Ask each student to make two lists in his/her notebook naming the occupations that are done by women and those that are done by men. After they have finished writing, make a chart on your white-board. Use two columns: one labeled 'Men's work'; the other labeled 'Women's work'. Ask different students to name an occupation that belongs in the men's column or the women's column. Ask others if they agree. Let students defend their choices.

7. Entry-level Job Openings (I): Ask your class some of the following questions:

- a. What kinds of entry-level jobs are available here?
- b. What was (or will be) your first job? What did you do?
- c. At what age do people usually begin to work in your country?
- d. How much do these jobs pay?
- e. How much education or training is necessary for these jobs?
- f. Does the employer give on-the-job training?
- g. Are there any jobs for unskilled labor?

8. Jobs (I): Ask your students to give you a list of different kinds of occupations and professions with which they are familiar. Some possible occupations are given below.

Ask the students to give a description of what each job requires the worker to do. Not all of the following occupations will be relevant to your students' home country. You can also ask students to list the qualifications a person must have to do these jobs.

Discussions are graded for (B) beginner, (I) intermediate and (A) advanced students

Example: A waiter/waitress in a restaurant must greet customers, hand out the menu, take orders, put food on tables, keep water glasses filled, and give the bill to the customer.

- a. Cashier at the grocery store
- b. Postal clerk at the post office
- c. Secretary in an office
- d. Librarian at the library
- e. Fireman
- f. Realtor for a rental agency
- g. Security guard for a store
- h. Minister, priest, monk, rabbi

9. Headlines (I, A): The following were real newspaper headlines. Write these on the white-board and ask the students to explain the literal meaning of the headlines and then the intended meaning. You may need to explain some vocabulary to your students.

- Miners refuse to work after death.
- Kids make nutritious snacks.
- Teacher strikes idle kids.
- Include your children when baking cookies.
- Red tape holds up new bridges.
- Juvenile court to try shooting defendant.

10. True Axioms (I, A): One at a time, write these business proverbs on your white-board. Discuss their meaning. Do your students agree with them? Do they know of similar ones in their own language?

- The customer is always right.
- No pain, no gain.
- The best things in life are free.
- If a job is worth doing, it's worth doing right.

11. Numbers (I, A): Begin by asking the class the following questions. You may wish to write the questions on the white-board.

- a. How many jobs have you had or do you think you will have by the time you are 40?
- b. When do you do your best work—morning, afternoon or evening?
- c. How much time does it take you to get to work or school?
- d. Who earns more money—men or women?
- e. How many hours are you at work or at school?
- f. Would women rather stay at home with their children or go to work?
- g. Do you (or your parents) have employment that interests you (is enjoyable)?

After discussing the above questions with the students, give them the following statistics about working people in America.

- a. An average worker in North America has held eight jobs by the age of 40.
- b. 60% of the workers say they work best before noon.
- c. 52% of the workers travel only 20 minutes or less to work.
- d. 20% of working women have higher salaries than their husbands' salaries (80% earned less).
- e. 88% of working women would like to stay home with the children rather than work.
- f. The average school day is six hours and average work-week is 40 hours.
- g. 72% of the workers surveyed say they DO NOT have an interesting job.

As you present each statistic ask your students if they think that is typical for their country or city.

There are many discussions from which you can choose one that will interest you and your students.

12. Job Values: (I, A): Ask your students to give you a list of different kinds of occupations and professions with which they are familiar. You can help them by beginning the list with some given below – try to get a list as varied as possible, including truck drivers and movie stars. List these occupations on your white-board. When you have list of 12 – 15 occupations, ask your students to list them in order of importance. Then ask your students which one (or ones) earns the most money. Which one should earn the most? Which ones would they like to do? Which one would they not like to do?

Policeman	News reporter	Truck driver
Farmer	Soldier	Singer
Teacher	Doctor	Nuclear physicist
Minister (or priest)	Coal miner	
Dentist	Secretary	

13. Want Ads/Employment Opportunities (I, A): Vocabulary – classified ad, want ad, shift, wages, blue/white collar worker, benefits, résumé, applicant.

Show the class a page from the classified section of a newspaper and explain any abbreviations in the ads. Divide the class into groups of two. Give each group several ads for employment and let them choose an employment ad. Have them explain to the others about the job described. Remind the class that they are to tell about qualifications, experience, benefits, salary, full-time or part-time etc. This can be combined with activity number 4.

14. Work Questions (I, A): Ask some of the following questions. Be sure all students get a chance to give their opinions.

- Do you think it is more important to make a lot of money or to enjoy your job?
- At what age do people usually retire in your country?
- Describe a typical day at your current job?
- Do women usually work after they get married in your country?
- Does your mother work outside of the house?
- Is it common for men and women to have the same jobs in your country?
- Do you think women and men should be paid the same for the same job?
- What are some common jobs for men in your country?
- What are some common jobs for women in your country?
- What are some jobs that children do?
- Do you think women are good bosses or work supervisors?
- Would you be upset if your boss was a woman?
- How have working conditions changed in recent years?
- How many days a week do you work? Is this typical?
- How many hours a week or day do you work? Is this typical?
- Would you like a job in which you traveled a lot?
- Is it common for people from your country to have one job for life?

Grammar Focus: Present Tense

1. Simple Present Tense And Present Progressive Tense (B, I):

We use the simple present tense to express activities we do on a regular or usual basis. *I eat breakfast. I drive a red car.* We use the present progressive tense to describe an activity that is occurring right now. *I am eating breakfast. I am driving my red car.*

The grammar part of each lesson is very short - only ten minutes.

- a. Ask different students to describe for the class what they usually do as they get up in the morning until they leave for school or work. Ask them to describe their actions in complete sentences. (*Teacher: As students tell about their actions, be sure they tell what they do [simple present tense], not what they did.*)

As a student talks, write on your white-board the verbs he/she uses. Show your class that these words describe daily habits and actions, not what the student is doing right now.

- b. Write the following charts on your white-board. Practice modeling the statements with the students. The simple present tense may include a description of the verb.

person	action	description of action (how, when, where)
I/ We You They	sleep eat cook	quickly in the bedroom at 12 o'clock the kitchen.
He / She / It	sleeps eats	

These grammar charts are good practice exercises.

Show your class that when using simple present tense verbs with *I, we, you* or *they* (the first and second person, and third person plural) the verbs do not end with an 's'. A verb with *he, she* and *it* (third person singular) has an 's' at the end. There are many exceptions to this general rule.

- c. Ask different students to perform simple actions: "Tom, stand up." Ask other students to tell in a complete sentence what he is doing: "Tom is standing." Other actions for students to perform: whistle, hum, look up, rub you hands, sit on the floor, look at your watch.

As students tell what others are doing, write on your white-board the appropriate verbs (*is standing, is whistling*). Show your class that these words describe what the student is doing right now.

- d. Write the following charts on your white-board. Practice modeling the statements with the students. Let the students practice using the present progressive tense contractions.

person + verb	action
I am (I'm)	
We are (We're)	working. teaching.
He is (He's) She is (She's) It is (It's)	eating. sleeping.
They are (They're)	

e. Practice sentences

Either write these sentences on your white-board or photocopy them before class. Let students complete them in their notebooks using either the simple present or present progressive tense as appropriate. Add more sentences related to today's topic.

1. (*eat*) The baby _____ now.
2. (*eat*) The baby _____ every day at 12:00 o'clock.
3. (*sit*) We _____ at our table now.
4. (*sit*) We _____ at this table every day.
5. (*smile*) When I am happy, I _____.
6. (*smile*) I _____ now because I am happy.

2. Using Present Progressive And Simple Present To Express Future Time (I, A):

You can use this exercise as part of this lesson or as part of lesson 3 (future tense).

The present progressive tense can be used to talk about a planned event occurring in the future. *We are meeting at the library this evening. We are going home on Friday.* We use the simple present tense to express future regularly scheduled events. *The train arrives at 10:00 this afternoon. The class begins on September first. Our class ends at 12:00.*

- a. Write the following charts on your white-board. Practice modeling the statements with the students.

person, thing	action	future time
He, She, It	ends	at 12:00. this afternoon.
I, You, We, They	arrive	tomorrow.

If the subject of the sentence is *he, she* or *it* (third person singular) the verb ends with an 's'.

person, thing	helping verb <i>am, is or are</i>	action+ing	future time
I	am	leaving coming	early today. in one hour. tomorrow.
I'm			
He, She, It	is		
He's, She's, It's			
We, You, They	are		
We're You're, They're			

Note the change from 'am' to 'is' to 'are' depending first, second or third person.

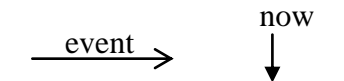
- b. Ask students to answer these future tense questions with either the present progressive or simple present tense, whichever is appropriate. Add more questions and sentences related to today's topic.

1. Whom are you meeting this afternoon? (*I am meeting John this afternoon.*)
2. What are we eating for dinner tonight?
3. When does the bus arrive?
4. When does the sun set?
5. Are you flying to France next week?

3. The Present Perfect Tense (I, A):

This tense describes an event that started and was completed at an unspecified time before the present. (The word ‘perfect’ is an old English word that means complete.) If a particular time is named then the simple past tense is used. *I have moved to Paris. I moved to Paris last year.*

- a. Use this diagram to show the meaning of present perfect tense.



The event started at an unspecified time in the past.
The event ended before now.

- b. Use this chart to show how to construct the present perfect tense.

person	have or has	action
I, We, You, They	have	slept. eaten.
I've, We've, etc.		
He, She, It	has	
He's, She's, It's		

The verb form used is the ‘past participle’.

- c. Practice sentences

Either write these sentences on your white-board or photocopy them before class. Using the word provided, let students complete them in their notebooks using the present perfect tense. Add more sentences related to today’s topic.

- (see) I _____ the Tower of London. (*have seen*)
- (know) I _____ Peter for many years. (*have known*)
- (give) The teacher _____ four tests this year. (*has given*)
- (fall, not hurt) They _____ but they _____ themselves badly. (*have fallen, have not hurt*)
- (wear) He _____ that shirt for four days. (*has worn*)

- d. Ask students to use the present perfect tense to tell the class about things they have done or places they have visited in the past. Ask student to complete the sentence, “In the past I have....” Or “In the past my family has....”

Activities

- 1. People At work (B):** Use this activity as a follow-up to discussions 1 and or 2. Place the work pictures used in discussions 1 and 2 face down on the table. Student 1 turns over the top picture and then states the name of the occupation shown, the name of the person with that occupation, what the person does and the tools used. (Ask for all four only if you did discussions 1 and 2.) Student 2 turns over the second picture describing that occupation and the occupation in the first picture. Other students must listen to be sure the descriptions are correct. Keep going until all students have had a chance to describe an occupation.

2. **What's My Job? (B):** Write different occupations from the day's vocabulary on pieces of paper and place them in a sack, box or hat. Students draw a strip and role-play the 'job'. The first person to correctly identify the job is the next actor.

3. **The Work World (B):** Write the following sentences on the white-board. Ask students to put them in the correct word order.

- Really boss like I my.
- He a for person to is good work.
- He with works all me day.
- He wage me week a good every pays.
- Do you a for bad a good work boss boss or?

4. **Which Doesn't Belong? (B, I):** Write each line of words on your white-board. Ask the students tell which word doesn't belong with the others. After a word is chosen ask students to explain why the word doesn't belong with the other words. Our choices are in bold, but students may see a different pattern of similarities.

- | | | | |
|----------------|---------------------|-------------|------------------|
| a. fax machine | file cabinet | computer | printer |
| b. interview | hire | fire | sell |
| c. cashier | telephone | salesperson | customer |
| d. billboard | newspaper | TV/radio | salary |
| e. secretary | cashier | singer | applicant |

Activities are graded for student ability: Beginner, Intermediate, Advanced.

5. **Want Ads (B, I):** Use this activity as a follow-up to discussion 12. Give each student or pair of students a copy of the form and ask them to make up a want ad for a job of their choice. You may need to provide a list of possible jobs. If so, use the list of occupations in the vocabulary list.

WANTED: _____
Duties: _____

Exp: _____
Hrs: _____
Sal: _____
Benefits: _____
Qualifications: _____

A larger reproducible copy is at the end of this lesson.

6. **Pictionary (B, I, A):** Before class, make a set of small cards with one work related word on each card. In class, divide the group into two teams of equal size and English ability. Place the cards face down on your table. One student of team 1 must choose the top card and draw a picture about the word on the card. The members of his team try to guess the word within the time limit of one minute. Then it is time for a person from team 2 to take the next card and draw a picture. Be sure you words appropriate to the English level of your students.

7. **At The Store (I, A):** Bring to the class several items such as a pair of shoes, a sweater, a calculator, a camera, etc. Ask your class what kind of information (such as price, quality, different sizes or colors available, name brands) they would want to know before they bought these products. Divide your students into groups of two, and give each group one of the items you brought with you. One student is the customer and the other is the salesperson. The customer is interested in buying, but needs to be convinced of its value.

Ex: Customer: Can you tell me what this bag is made of?
 Salesperson: Yes, it's made of goat skin.
 Customer: And where was it made?
 Salesperson: It was made in China.

I-level students should have dialogs of at least four lines each; A-level students should have dialog should with at least six lines each.

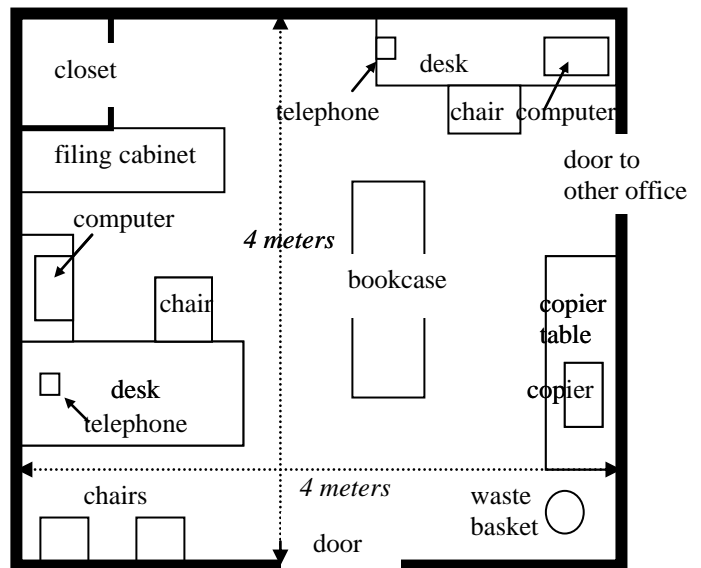
8. Chain Story – I See A person At Work (I): Before class photocopy and enlarge the pictures in the Picture Dictionary that show people at work. See p.82-86, also p.39, 42-47.

Begin by showing your students one of the pictures of a person at work. Ask your students to 1- name the person's occupation, 2- say where the person works, 3- what the person does and 4- what the person uses to accomplish his or her work. Write these four requirements on your white-board, then put them together into one or two sentences: "She is a secretary (p.83 of P.D.). She works in an office. She types on a typewriter.

Begin a chain story describing a person at work similar to the above sentence: "I saw a secretary in an office typing on a typewriter." Then ask a second student to repeat what you saw at work, choose a second picture and add a description of that person at work: "I saw a secretary in an office typing on a typewriter, and I saw a doorman at building opening a door." A third student repeats what has been said, chooses a third picture and adds another description. Continue until all have added to the descriptions.

9. My Office (I): Before class, make enough photocopies of this office floor-plan so that each pair of students can have one copy. A copy of this floor plan is at the end of this lesson.

Let pairs of students move away from others so their talking does not interfere with others. Ask the pairs to sit back-to-back, so one person cannot see what the other one is doing. Give one person in each pair a blank piece of paper; give the other a copy of the office floor-plan. One person describes the floor-plan to the other, who draws it according to the description given. When all have finished, collect the drawings and show all of them to the class. Let them decide whose drawing is the best copy of the original.



10. Secretary At Work (I, A): This activity is based on discussion 9. One student is the secretary and the other is the businessman/woman. The businessman/woman checks to see if the secretary has done certain tasks. You should have the dialog below already written out and duplicated for the class. Assign one student to take each part.

Ex: <u>Businessman/woman</u>	<u>Secretary</u>
* Have you called Mr. Jones?	Yes, I just talked to him.
* When is my appointment with him?	It is for 9 o'clock tomorrow morning
* Are my plane reservations made for next week?	No, sir, I will call this afternoon.

Divide the students into pairs. Each pair should make up a dialog of at least four (*I*-level class; six for an *A*-level class) questions and answers, which they will role-play for the class. After the dialog let the pair ask the rest of the class questions about what they said, such as, "When is my appointment with Mr. Jones?"

Suggested tasks for dialogs:

- make a hotel reservation
- type and mail letters
- finish typing a business contract
- fax information to a client and receive a response
- confirm a luncheon appointment
- telephone for a taxi

11. Describe It (I, A): Before class, collect several objects that will fit into a bag (a big bag with big items can lead to lots of interesting descriptions). If possible, these objects should be ones that your students will not recognize just by touch.

In class, place one of the objects in the bag without letting students see what it is. Ask one student to come to the front of the class and put his or her hand into the bag to feel the object. The student must then describe the object to the class while everyone else guesses what it is.

12. Job Interview (A): On your white-board make two columns labeled 'employer' and 'applicant'. Ask your class to for questions an employer might ask an applicant during a job-interview and for questions the applicant might ask. Write these questions in the appropriate columns as students give them to you. Be sure to ask those who are employed about the questions they were asked and questions they asked when applying for their jobs.

After you have a good list of questions, divide the class into two groups: workers and applicants seeking to find work. If possible, put those who are presently employed in the workers group and those not working in the applicants group.

With each group sitting on opposite sides of the classroom table, present this situation to the two groups: Each worker will be taking a long vacation and must hire someone to take his/her place at work. The workers must interview the applicants to determine which one is the best replacement.

The applicants must also determine which job they would like to have.

After several minutes of interview, ask each worker which applicant would be the best replacement. Also ask each applicant if he or she would like to have the job.

13. More ideas (B, I, A): If you will not be using lesson 12 (Exploring Business), look there for more ideas.

Writing Topics

1. **(B):** Finish these sentences:

The work I like to do is _____.

I do not like to work at _____.

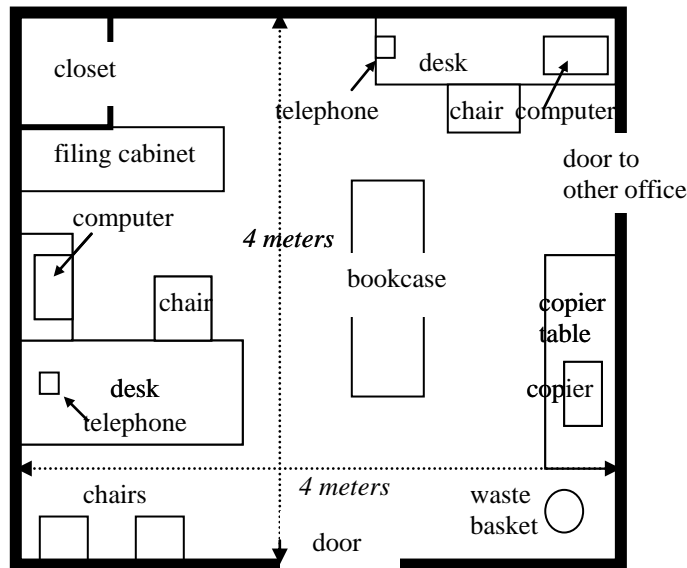
My father works at _____.

My mother works at _____.

2. **(I):** What work do you think you will be (or are) good at doing?
3. **(I):** You are going to start a business of your own (or a store), what will you do, or make or sell? Explain.
4. **(I, A):** How will the ability to speak English help you in your work (or in school)?
5. **(A):** If you were hiring a salesperson for your store, what qualifications would you look for in the applicant?
6. **(A):** If you could have any profession or occupation, what would it be? Tell why.

After a few days of class, students will write to you what they will never say in class.

Floor plan for activity 6 – My Office (I): Photocopy and enlarge as needed for your class.



WANTED: _____
Duties: _____

Exp: _____
Hrs: _____
Sal: _____
Benefits: _____
Qualifications: _____

WANTED: _____
Duties: _____

Exp: _____
Hrs: _____
Sal: _____
Benefits: _____
Qualifications: _____

WANTED: _____
Duties: _____

Exp: _____
Hrs: _____
Sal: _____
Benefits: _____
Qualifications: _____

Occupations Concentration for Icebreaker 2: Write each word on a separate 2 x 3 card. Use about 30 card for each game. Be sure that in each game for each occupation there is a matching place of work

Pharmacist	Chemist	Bus driver
Pharmacy	Laboratory	Bus
Mechanic	Secretary	Chef
Garage	Office	Restaurant
Florist	Beautician	Sailor
Flower shop	Beauty parlor	Ship
Jeweler	Barber	Pilot
Jewelry store	Barbershop	Airplane
Grocer	Teacher	Chauffeur
Grocery store	Classroom	Limousine
Baker	Nurse	Lifeguard
Bakery	Hospital	Beach