

Ventures

BASIC

CAREER AND EDUCATIONAL PATHWAYS



WORKSHEETS

Lesson Plan 1A

CAMBRIDGE



PERSONAL LIFE HISTORY

Beginning 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.

Activity Worksheet 1A

**PERSONAL LIFE HISTORY***Beginning Literacy*

Name _____

Picture of me

Picture of
where I'm from

Lesson Plan 2A

CAMBRIDGE



CAREER INTEREST INVENTORY

Beginning Literacy

Students learn about common career areas.

Lesson objective:

- 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 a education is a career area. There are many careers in education. Write *career area* on the board and, beneath it, *education*.
- 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.

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.

Evaluation

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



CAREER INTEREST INVENTORY

Beginning Literacy

Name _____

Look at the pictures. Choose two career areas that are interesting.

HEALTH



TECHNOLOGY



ENVIRONMENT



EDUCATION



BUSINESS



COMMUNICATION AND ARTS



Lesson Plan 3A

CAMBRIDGE



CAREER PATHWAY SEARCH

Beginning Literacy

Students use pictures to describe their career pathway.

Lesson objective:

- 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'd like 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 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

Lesson Plan 5A

CAMBRIDGE



APPLYING SOFT SKILLS

Beginning 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 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

Lesson Plan 6A

CAMBRIDGE



BUILDING A RESUME

Beginning Literacy

Students use pictures to describe their work experience.

Lesson objective:

- 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, scissor, 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).