Integrating Career Awareness:

Adapted Lesson Plans for

Literacy and Beginning Level ESOL classes

Prepared by

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For

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Section One: The Cultural Context for Career Awareness

Lesson Title: Who Does Which Job?  (Based on ICA Lesson 1, page 16)

Lesson Objectives:

- Initiate the Career Exploration Guide
- Introduce oneself to others.
- Identify occupations
- State previous job, current job and/or dream job

Materials:

- Career Exploration Guide
- Folders or binders
- Markers and/or magazines to cut up (glue, scissors)
- Popsicle sticks (1 for each student)
- Jobs Flash cards (obtainable at www.eslflashcards.com)
  - Large flashcards (if no projector)
  - Small flashcards (One set per student.)
- Construction paper

Procedures:

This lesson is for early in the semester during the “Getting to Know You” phase.

1. Distribute folders and have students write their LAST NAME, FIRST NAME on the tab. (You may have to demonstrate this.) Tell students to decorate their folder with pictures (drawn or cut from magazines) of their favorite things. Write these questions on the board to help get them started:
   i. What is your favorite color?
   ii. What is your favorite food?
   iii. What is your favorite music?
   iv. What is your favorite activity?

2. Distribute the Career Exploration Guide (CEG). Have students complete the Name, Date, Class and Teacher information. Have students put the CEG in the folder. Have students line up by last name. They will need to ask each other “What is your last name?” Model this and write on the board as necessary. (Review the alphabet for the lowest literacy levels prior to this activity.) After students line up, have them pass the folders starting with the last person forward, putting folders on the top of the stack. Place the folders in
an accessible box in the classroom. Explain that we will use these all semester as we explore jobs and careers.

3. Introduce the vocabulary. If you have a projector, you can do this on by displaying the flashcards on screen. If you do not have a projector, you should print the large flashcards in advance. Introduce the vocabulary. You do not need to write at this time. Ask students, “What does he do?” or “What does she do?” Students respond with “He’s a ....” Or “She’s an...” (You may have to review the use of a/an.)

4. Vocabulary practice, large group. If you have a projector, sit a chair with its back to the screen. Have volunteers come sit in the chair. The class will give clues as to the occupation being shown on the screen. If you do not have a projector, use the large flashcards. Tape the card to the students back and have them stand with their back to the class. (Or any variation that keeps the volunteer from seeing the card.)

5. Vocabulary practice, small group or pairs. Distribute the small flashcard sets. Have students cut out the cards and attach them to construction paper. While they are working on this, write the vocabulary list on the board. If no board is available, have a set of large flashcards with the words written on them. Have students cut out an additional set of construction paper cards. Have them write one vocabulary word on each construction paper card. They can then match the words to the flashcards, as in the game “Concentration.”

6. You can also use the cards to practice yes/no questions with “be”. Two students combine their cards. Shuffle the cards. Distribute eight cards to each player. They are playing “Go to work!” (Go fish). They goal is to make pairs. They ask “Are you a ....?” If the student has the card, s/he says, “Yes, I am” and gives the card to the other player. If not, s/he says, “No, I’m not. Go to work!” The asking player then draws from the remaining cards.

7. Pass out the Popsicle sticks. Have students write their current job on the stick. If they are unemployed, have them write a job they want to do. Collect the Popsicle sticks and put them in a can. Pass out a class roster. Tell students that they will write the name of the job next to the name of their classmate. (This helps ensure everyone is paying attention.) Have a student volunteer draw a stick and guess who has that job. If more than one person has the same job, that’s fine. The guessing student only has to pick one correctly. Invite the student whose job it is to tell more about their job, if they are able and want to. Listening students can be encouraged to ask questions as well, particularly if the job is unusual. Remind students to write the job next to that student’s name on the class roster. The picked student draws the next Popsicle stick.

8. Review the vocabulary as a group one last time. Debrief the students. Did they learn anything new about their classmates? What words are they going to memorize before the next class?
Career and Education Planning Worksheet

Name: ___________________________ Date: ________________________

Program/Class: ___________________ Teacher: ____________________

PART I – Self Exploration -

My favorite school subjects are: -
1. _________________________________
2. _________________________________
3. _________________________________

My job and work values are: (Use worksheets from Section II – Lessons 10, 11 on Job Values)
1. _________________________________
2. _________________________________
3. _________________________________

Three skills I have are: (Use worksheets from Section II – Lessons 6, 7, 8 on Transferable Skills)
1. _________________________________
2. _________________________________
3. _________________________________

Three occupations that I would like to explore further that support my values are:
(Use the worksheet from Section III – Lesson 1 – Career Exploration on the Internet)
1. _________________________________
2. _________________________________
3. _________________________________
PART II – Occupational Exploration
For each of the three occupations listed above complete the following section: (Use the worksheet from Lessons on Career Exploration on the Internet, Job & Career Fairs, and Informational Interviews)

Occupation Title: _____________________________________________________________

Average Annual Salary: _____________________________________________________

List some things that a person in this type of occupation does:
1. _________________________________________________________________
2. _________________________________________________________________
3. _________________________________________________________________

List some things that you know about the working conditions in this occupation. For example, does it require working outside or indoors, does it require sitting or standing all day?
1. _________________________________________________________________
2. _________________________________________________________________
3. _________________________________________________________________

This occupation matches my job values, interests, and skills in the following ways:
1. _________________________________________________________________
2. _________________________________________________________________
3. _________________________________________________________________

Jobs I am looking for now or in the future:
1. Where will I look? _________________________________________________
2. Who will I talk to? _________________________________________________
3. What do I hope to earn? ___________________________________________
4. What contacts do I have to help me continue my education or get a job? ____________

Career and Education Planning Worksheet • Section IV: Career Planning Skills, Lesson 24 • Page 2
PART III – New Skills -
Three skills that I would need to develop for the occupations I am interested in are:

1. ____________________________
   I will develop this skill by doing the following: ________________________________
2. ____________________________
   I will develop this skill by doing the following: ________________________________
3. ____________________________
   I will develop this skill by doing the following: ________________________________

PART IV – Education Planning -
For each of the three occupations listed in Part I I complete the following section:

What training or degrees do you need for this career?

__________________________________________________________

Do you need a license to work in this career? If yes, what license do you need?

__________________________________________________________

What educational steps do you need to take to prepare for this career?

__________________________________________________________

Where will I get it? ____________________________ How long will it take? __________

What will it cost? ____________________________ How will I pay for it? __________

PART V – My Goals -
Use the SMART Goal worksheets from Section IV – Lesson 5 on Setting Goals)

Short Term Goal (6 months - 1 year):

__________________________________________________________

Long Term Goal (2-5 years):

__________________________________________________________
Every long term goal is made up of many short term goals and steps. As I get closer to my long term goal I will set new short term goals. The steps I need to take now to reach my long term goals are:

<table>
<thead>
<tr>
<th>Step</th>
<th>Date to complete step</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
All Flashcards are copyrighted by esflashcards.com and are authorized for classroom use only. They may not be digitally distributed except by written permission from the esflashcards.com
Lesson Title: Looking at How We Get Jobs (Based on ICA Lesson 2, page 18)

Lesson Objectives:

- Review occupation vocabulary
- Discuss how students have found jobs in the past
- Identify different ways jobs are advertised
- Understand a basic job advertisement

Materials:

- Markers and/or magazines to cut up (glue, scissors)
- Jobs Flash cards (students should have from Lesson 1)
- Flipchart or dry erase board with markers
- Job Advertisement Exercise Worksheet

Procedures:

1. Review the vocabulary from Lesson 1 as a class by playing Bingo. Give each student a blank 4 x 4 or 5 x 5 Bingo card or draw a Bingo card on the board and have them create one on their own paper. Have them write one job in each box. Use the small flashcards as call cards. Students will usually want to play more than once, so remember that you can play different variations (lines, diagonals, border, center, blackout).

2. Model sentences on the board: He is a _______. She is a _______________. Have students write 5 sentences. Go around and check the sentences (or have students bring them to you.) Make sure the sentences start with a capital letter and end with a period. Share some of the sentences with the class.

3. Write “I need a job” in a circle on the board or flipchart. Have students generate ideas about how to find a job. Ask how they found their first job.

I need a job!

Ask friends
Check the newspaper
4. Write these questions on the board:
   a. Where does Alejandro work?
   b. What does Alejandro do?
   c. What job does Alejandro want?
   d. What are some ways Reza and Elsi give for finding a job?

5. Watch the Lesson One video from English for All. This is available online at http://www.myefa.org. The video is split into sections on the website. I suggest you either purchase the DVDs or borrow them from TCALL (as DVD or VHS). Answer the comprehension questions. You may want to print the Life Skills Lesson to give to your students, depending on their literacy level.

6. Take a look at several want ads. Your textbook probably will have a lesson with simplified versions. If not, you can use these as examples and create your own: http://esl.about.com/od/intermediatereadin1/a/apply_job.htm. Go over the basic abbreviations used in want ads.

7. Distribute Greensheets, Newspapers, or other realia that contain job ads. Distribute the Job Advertisement Exercise worksheet. In pairs, have students pick one ad to explain to the class. If you have access to the Internet (or Internet phones), students can look at jobs posted for your local area on the Internet, or on national boards such as www.monster.com.
Job Advertisement Exercise

1. What is the job?
   _______________________________________________________________

2. What is the company?
   _______________________________________________________________

3. What are the hours?
   _______________________________________________________________

4. What is the pay?
   _______________________________________________________________

5. Are there any benefits?
   _______________________________________________________________

6. What training is necessary?
   _______________________________________________________________

7. What education is necessary?
   _______________________________________________________________

8. What experience is necessary?
   _______________________________________________________________

9. How do you apply?
   _______________________________________________________________

10. What other information does the ad provide?
    _______________________________________________________________

    (You can write “It does not say” for information you do not see in the ad.)
Lesson Title: What do You Think? (Based on ICA Lesson 4, page 23)

Lesson Objectives:

- Think about hindrances to getting a job.
- Understand discrimination and anti-discriminatory rights.
- Understand the I-9 form.
- Understand documents required for work.

Materials:

- Job Discrimination Analysis Worksheet
- Large flashcards from Lessons 1 and 2

Procedures:

1. Write “I didn’t get the job because...” on the board. Ask students to suggest reasons someone does not get a job.

2. Teach the words “agree” and “disagree”. Post the words on opposite sides of the room. Put one of the target sentences on the board. Ask students to walk to “agree” or “disagree.” Once students have made a choice, ask them to tell why they agree or disagree. It is important to remain neutral; allow students to express their opinions without expressing your own opinion. Use “echo-back” technique to ensure you understand their point of view and to correct any serious English issues.
   - It’s fair to hire only people who speak English.
   - Employers like to hire immigrants.
   - Immigrants take jobs away from native-born Americans.
   - It’s fair to give jobs to native-born Americans first.

3. Randomly distribute 3 to 5 of the flashcards to students in groups of 3. Give each group a Job Discrimination Analysis Worksheet for each flashcard. Give the students time to reach an agreement about the answers. Then have students share with the class. Allow respectful disagreements of opinion.

4. Write three questions on the board:
   a. What do you see?
b. What documents do you see?
c. What is the problem


6. Give students page 1 and 2 of the Right to Work Student Workbook. Allow them to answer the questions on their own. Review as a class.

7. Give students pages 3 to 5 of the workbook. Discuss documents required to legally work in the US. Explain what documents can be used alone and what documents require a secondary document (page 5).

8. If time permit, give students pages 8 and 9 of the Right to Work Student Workbook and allow them to complete the exercises independently. You can assign these as homework or answer them together as a class depending on your time requirements.
What is the job? ____________________________

Who usually has this job? ☐ Men ☐ Women ☐ Both men and women

Who usually has this job? ☐ Blacks ☐ Hispanics ☐ Whites ☐ Asians ☐ Other

How old is the typical worker in this job? ☐ 18 to 25 ☐ 25 to 45 ☐ 45 to 60 ☐ Over 60

What is the pay like? ☐ Excellent ☐ Very good ☐ Average ☐ Below average ☐ Very low

Who is paid more? ☐ Men ☐ Women ☐ They are paid the same.

Who is paid more? ☐ Blacks ☐ Hispanics ☐ Whites ☐ Asians ☐ They are paid the same.

How do you advance in this job? ____________________________________________

What is the job? ____________________________

Who usually has this job? ☐ Men ☐ Women ☐ Both men and women

Who usually has this job? ☐ Blacks ☐ Hispanics ☐ Whites ☐ Asians ☐ Other

How old is the typical worker in this job? ☐ 18 to 25 ☐ 25 to 45 ☐ 45 to 60 ☐ Over 60

What is the pay like? ☐ Excellent ☐ Very good ☐ Average ☐ Below average ☐ Very low

Who is paid more? ☐ Men ☐ Women ☐ They are paid the same.

Who is paid more? ☐ Blacks ☐ Hispanics ☐ Whites ☐ Asians ☐ They are paid the same.

How do you advance in this job? ____________________________________________

What is the job? ____________________________

Who usually has this job? ☐ Men ☐ Women ☐ Both men and women

Who usually has this job? ☐ Blacks ☐ Hispanics ☐ Whites ☐ Asians ☐ Other

How old is the typical worker in this job? ☐ 18 to 25 ☐ 25 to 45 ☐ 45 to 60 ☐ Over 60

What is the pay like? ☐ Excellent ☐ Very good ☐ Average ☐ Below average ☐ Very low

Who is paid more? ☐ Men ☐ Women ☐ They are both paid the same.

Who is paid more? ☐ Blacks ☐ Hispanics ☐ Whites ☐ Asians ☐ They are all paid the same.

How do you advance in this job? ____________________________________________
Lesson Title: Not Just a Housewife (Based on ICA Lesson 4, page 38)

Lesson Objectives:

- Identify factors affecting career decisions.
- Identify culturally determined behavior.
- Identify personal skills and abilities that are transferable to workplaces.

Materials:

- Career Awareness Portfolios with Career Exploration Planning Worksheet
- Flashcards of school subjects (www.mes-english.com)
- What’s a Housewife Worth Worksheet
- Butcher Paper and markers

Procedures:

1. Have students pick up their Career Awareness Portfolios. The first section asks for students to identify their three favorite school subjects. Use the flashcards to review the subjects. Have students select their top three and write them in their portfolios.

2. Have students write three sentences depending on the grammar you want to teach to express their preference of school subjects. Some examples are given below. You can have students write these on the board or on sentence strips to share with the class.
   a. I like ________.
   b. I like ________ more than __________.
   c. I prefer _______ to __________.

3. Create a family tree on the board. Review vocabulary for family relations. Identify the jobs of each person in your family tree. Use arrows to indicate the people in the family tree that influenced your career decision. Distribute butcher paper and markers. Have students create their “Occupation Family Tree.” Share with the class.

4. Pass out the “What’s a Housewife Worth” worksheet. In groups of 3, have students guess how much each of the “people” on the chart are paid weekly. Have students calculate the annual salary. Have students come up with the total value of a housewife’s duties for one year. Invite students to talk about skills they have that they may not be paid for.

5. Have students write at least five sentences telling what they can do. You may provide a list of suggestions. I like the list in Steck-Vaugn’s Employability Skills Book 1, but you can make your own. Introduce the concepts of “skills, knowledge and abilities.” Have students select three and write them in the “Three Skills I have are” on the Career Exploration Planning Worksheet.
<table>
<thead>
<tr>
<th>Task</th>
<th>Weekly Pay</th>
<th>Annual Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dishwasher and Kitchen Worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laundry Worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chauffeur</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mom’s Taxi Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bookkeeper / Secretary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### How Much is a Housewife Worth?

<table>
<thead>
<tr>
<th>Task</th>
<th>Weekly Pay</th>
<th>Annual Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Worker</td>
<td>$182.00</td>
<td>$9,464.00</td>
</tr>
<tr>
<td>Cook</td>
<td>$238.00</td>
<td>$12,376.00</td>
</tr>
<tr>
<td>Dishwasher and Kitchen Worker</td>
<td>$225.00</td>
<td>$11,700.00</td>
</tr>
<tr>
<td>Laundry Worker</td>
<td>$199.00</td>
<td>$10,348.00</td>
</tr>
<tr>
<td>Chauffeur</td>
<td>$362.00</td>
<td>$18,824.00</td>
</tr>
<tr>
<td>Mom’s Taxi Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chauffeur</td>
<td>$182.00</td>
<td>$9,464.00</td>
</tr>
<tr>
<td>Maid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation Coordinator</td>
<td>$303.00</td>
<td>$15,756.00</td>
</tr>
<tr>
<td>Tutor</td>
<td>$228.00</td>
<td>$11,856.00</td>
</tr>
<tr>
<td>Bookkeeper / Secretary</td>
<td>$389.00</td>
<td>$20,228.00</td>
</tr>
</tbody>
</table>
Lesson Title: Hopes and Dreams (Based on ICA Lesson 3, page 38)

Lesson Objectives:

- Discuss wishes, dreams and hopes.
- Use the past tense to talk about childhood dreams.
- Use the “hope to”, “plan to”, “want to” and “would like to” to talk about future plans.

Materials:

- Boggleworld Gameboard
- “A Dream Realized” Worksheet
- Clay or play dough (optional, but the students LOVE it)
- Butcher Paper

Procedures:

1. Introduce the target structure: hope to, plan to, want to, would like to.
2. Help students form sentences with the target structure orally first and then in writing.
3. Distribute one Boggleworld Gameboard per 4 students. (They work better if you attach them to construction paper and laminate them.) Go over the game with the students, demonstrating the kinds of sentences they can create. Tell them to listen carefully for the “to” and not to let a student advance who forgets to use it.
4. In the large group, have students share some of the sentences they generated in the game play and write them on the board, correcting the sentences as necessary.
5. Have students draw six boxes (storyboard) on a piece of butcher paper. In the first box, have them draw a dream they had when they were a child. In the second, have them draw a dream they had as a teenager. In the third box, have them draw a dream they had as a young adult. In the fourth box, have them draw a dream that they have now. In the last box, have them draw how they feel when they achieve their dream. Allow students to share their storyboards.
6. Distribute the worksheet for “A Dream Deferred.” Go over the words and the vocabulary. Let students create with clay or dough the heart of someone whose dream has been deferred. Then tell students to write a poem called “A Dream Realized.” Ask:
   a. How do you feel when you reach your dream?
   b. What does it sound like when you complete a goal?
   c. What does it look like when a wish comes true?
Encourage students to use the clay to create the heart of someone whose dream has been realized. Use the clay heart to help inspire the poem.
A Dream Deferred

The following poem by Langston Hughes describes what happens to dreams that are left on the side and forgotten. But what about the dreams that we’ve made come true?

A Dream Deferred

By Langston Hughes

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

1. To defer is to ______________________________________________________________

2. Two synonyms for defer are ________________________________________________

3. The opposite of defer is ____________________________________________________

4. Two antonyms for defer are ________________________________________________

5. To defer a dream is to ______________________________________________________

6. What does it take to realize (achieve) a dream?
   _________________________________________________________________________
   _________________________________________________________________________
   _________________________________________________________________________

7. Imagine you are writing a poem called “A Dream Realized.” Write the first line to this poem.

This resource was developed for Women’s Perspectives by members of WE LEARN. For information contact: Mev Miller, 401-383-4374 (or) welearn@litwomen.org (or) visit: www.litwomen.org/perspectives
### Wishes and Hopes

A conversation game to find out about each other’s dreams and goals. Choose either wish or hope and decide what you wish or hope for about the topic you land on.

#### Start
- Your family
- Your house
- Your studies
- Your job
- Your friends
- Your English
- Your (future) children
- Future husband or wife

#### Go back 2
- FREE
- Shopping
- Malls
- Media
- Going to the doctor

#### Trade places
- Your (future) children
- FREE
- Space
- Mail
- Cooking
- Money
- When you are old

#### Go ahead 2
- FREE
- Your country
- Your car
- Your teacher
- The ocean
- FREE
- Computers

#### Go Ahead 2
- Health care
- Go Ahead 2
- FREE
- War
- FREE
- This game

#### Go Back 1
- Your government
- FREE
- The weather
- FREE
- Clothes in the future

Examples: You roll the dice and land on ‘Your friends’. I wish my friend Alice would meet a nice guy. (future). OR: I wish my friend Alice had a million dollars! (present) OR: I wish my friend Alice had known my friend Nelly. (past). If you want to use HOPE; I hope my friend Alice remembered
Lesson Title: Making a Lifeline  (Based on ICA Lesson 5, page 42)

Lesson Objectives:

- Review regular and common irregular forms for the simple past
- Create a timeline of our lives

Materials:

- Career Awareness Portfolios
- Irregular Verb Chart
- Posterboard or Foamboard
- Markers and/or magazines to cut up (glue, scissors)

Procedures:

1. Introduce the regular past tense with –ed and “did”. There are many ways to do this. Most textbooks have a lesson on it. Also introduce common irregular forms: went, did, was/were, had, bought, saw, heard, etc.
2. Draw a timeline of your life on the board. Identify major events in your life.
3. Write these questions on the board:
   a. What was the event?
   b. When did the event take place?
   c. Where did it happen?
   d. Who was there?
   e. Why is it important?
   f. How did it impact your life?
4. Point to an event on your timeline and have students practice asking you the questions.
5. Distribute the posterboard or foamboard. Have students create their own timelines. Students may bring in their own photos for this activity. They may also choose to use magazine pictures or draw. Have students present their timelines. Students who are not presenting should be asking the questions given in #3 above.
6. Have students identify the values and beliefs that they learned through the events on their timeline. Have students come up with a core set of three beliefs and transfer them to their Career and Education Planning Worksheet in the “Job and Work Values” section.
<table>
<thead>
<tr>
<th>base</th>
<th>past</th>
<th>participle</th>
<th>base</th>
<th>past</th>
<th>participle</th>
<th>base</th>
<th>past</th>
<th>participle</th>
</tr>
</thead>
<tbody>
<tr>
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<td>arisen</td>
<td>forsake</td>
<td>forsook</td>
<td>forsaken</td>
<td>shoot</td>
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</tr>
<tr>
<td>be</td>
<td>was/were</td>
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<td>freeze</td>
<td>froze</td>
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<td>show</td>
<td>showed</td>
<td>shown/showed</td>
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<tr>
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<td>shrunk/shrunk</td>
<td></td>
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<td>beat</td>
<td>beaten/beat</td>
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<td>gave</td>
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¹Mentir also means "to lie" but it is a regular verb
Section Three: Occupational Exploration

Lesson Title: Using the Internet to Learn about Occupations  (Based on ICA Lesson 1, page 70)

Lesson Objectives:

- Review job titles
- Align personal interests and characteristics to job titles
- Find Information about jobs on the Internet

Materials:

- Worksheet Form B
- Steck-Vaughn Employability Skills Book 1
- Internet access
- Career Awareness portfolios

Procedures:

1. Have students complete personal interests and characteristic worksheets from the Steck-Vaughn Employability Skills Book 1 (or create your own). You will have a lot of vocabulary to go over, so take your time. Practice pronunciation. Practice “I am” and “I have” with the vocabulary items.

2. Have students look at their career awareness portfolios. Considering their skills and values, have students complete these sentences:
   a. I would be a good _______ because I like ________________.
   b. I would be a good _______________ because I can _________________.
   c. I would be a good ______________ because ________ is important to me.

3. Have students ask each other if they agree or disagree with the statements.

4. Have students write the three jobs on their Career and Education Planning Worksheet under “Three occupations that I would like to explore further.”

5. Have students visit [http://www.bls.gov/k12/](http://www.bls.gov/k12/). Choose one job (teacher) and model how to complete the Career Exploration on the Internet Worksheet Form B. Allow students to work in pairs or independently to complete the Worksheet about jobs that interest them.
<table>
<thead>
<tr>
<th>Question</th>
<th>Sample Occupation #1</th>
<th>Sample Occupation #2</th>
<th>Student Occupation #1</th>
<th>Student Occupation #2</th>
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<tbody>
<tr>
<td>What are the duties?</td>
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<td>What is the job setting?</td>
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<td>How many hours a day or a week is the job?</td>
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<td>Work alone or with people?</td>
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<td>What kind of equipment is used?</td>
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<td>What is the salary?</td>
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<tr>
<td>Are there many jobs?</td>
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<tr>
<td>What education and/or training are required?</td>
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</table>
Lesson Title: Informational Interview (Based on ICA Lesson 3, page 81)

Lesson Objectives:

- Develop a team and work as a team.
- Decide on questions to ask in an interview.
- Interview a native English speaker about their job.
- Create a presentation and report to the class.

Materials:

- Information Interview Log

Procedures:

1. Put students in groups according to similarity of interest in jobs as noted in the Career and Education Planning Worksheet from the previous class.
2. Explain that the groups will have to form a team to complete this project. Each person in the group will be in charge of one aspect of the project, but all members will contribute to all aspects. Suggested “job titles”:
   i. Team Leader
   ii. Interviewer
   iii. Recorder / Secretary
   iv. Presentation designer
   v. Reporter
3. Have students brainstorm ideas for their questions. Provide the Information Interview Log as a template. Make sure students understand they should add their own questions.
4. Have students brainstorm possible interviewees, decide on one, and schedule an appointment with that person. They can do this on their own time, but they will need to practice explaining the purpose of the interview and scheduling an appointment with their classmates. They should also practice the interview itself, even if they are not the one who will be conducting the interview.
5. Students should be given time in the following class to prepare their presentation, although some will complete at home. I suggest that they prepare either a PowerPoint (for technology practice) or typed report, but depending on how much technology you have introduced up to this point in your class, a poster session will work just as well.
Informational Interview Log -

Name of Contact: ___________________________ Business: _______________________

Job Title: ____________________________

Address: ______________________________ Telephone Number: ___________________

Email Address: __________________________

Date of Meeting: _________________________

Questions to ask:

1. What do you do in a typical work day?

2. How did you get started in the job? What experience, education, training, and skills did you need?

3. What do you like most about your work?

4. What would you most like to change about your work?

5. Who else do you know that I can talk to? (If they give you a name of someone, ask if you may use their name when contacting them?)

6. Other question: ____________________________
Lesson Title: Worker’s Rights  (Based on ICA Lesson 6, page 91)

Lesson Objectives:

- Understand Workers Rights
- Talk about unions, strikes, benefits

Materials:

- Workers’ Rights Vocabulary handout

Procedures:

1. Distribute and go over the Worker’s Rights Vocabulary handout.
2. Write these questions on the board (or distribute as a handout)

   1) It is legal for men to be paid more than women doing the same work. (F)
   2) Employers can refuse to give benefits to a pregnant woman. (F)
   3) Employers cannot discriminate in job promotions based on nationality. (t)
   4) A employee who uses a wheelchair cannot be laid-off. (F)
   5) A worker can take an unpaid leave from a job for personal or family medical problems. (t)
   6) Workers have the right to organize and bargain collectively with employers. (t)

3. Watch Video 3 and go over pages 14-20 of the Workbook.
4. Distribute the Gap Fill exercise from the Pensions article. Use the one with the word bank on the side. Go over the word bank list. Read the article and have students put the missing word in the blanks. Read the article again. You may have to read a third time. The last time you read it, have students suggest their answers. You may select to do other exercises from the article such as the True/False comprehension check or Synonym match.
5. If time permits, discuss these questions:

   a. What is a union?
   b. What are some benefits that workers have if they belong to a union?
   c. Were you ever in a union in the US or your home country?
   d. How are unions in the US similar to/different from unions in your country?
   e. Has a union ever helped you? What happened?
   f. Are there any disadvantages to being a union member? If so, what are they?
### Workers’ Rights Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>favoritism</td>
<td>treating some people better than others</td>
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<tr>
<td>minority</td>
<td>any person from a group that is not more than half (50%) of the total population</td>
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<tr>
<td>contract</td>
<td>written agreement between a labor union and a company or organization</td>
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<tr>
<td>guarantee</td>
<td>to insure</td>
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<tr>
<td>laid-off</td>
<td>had a job end unexpectedly. Lay-offs are often due to a shortage of work, or because workers are only needed during a particular season (for example, farm work). Some lay-offs are temporary.</td>
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<tr>
<td>fired</td>
<td>terminated from a job</td>
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<tr>
<td>strike</td>
<td>to temporarily stop working because of disagreements with the company</td>
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<tr>
<td>picket</td>
<td>a line of striking workers protesting outside a workplace. A picket can bring attention to the disagreement with the company and discourage other workers from entering the workplace.</td>
</tr>
<tr>
<td>union</td>
<td>an organization that represents workers</td>
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<tr>
<td>rights</td>
<td>things guaranteed to you by law</td>
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<tr>
<td>grievance</td>
<td>a written complaint</td>
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<tr>
<td>bargain collectively</td>
<td>negotiate as a group</td>
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<tr>
<td>leave</td>
<td>time away from work</td>
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Section Four: Career Planning Skills

Lesson Title: Decision Making (Based on ICA Lesson 4, page 104)

Lesson Objectives:

- Understand personal decision making process
- Identify decision making strategies
- Create a paragraph

Materials:

- Decision Making Handout
- Construction or Cardstock paper
- Markers

Procedures:

1. Write “Decisions, Decisions, Decisions” on the board. Have students suggest the kinds of decisions they make every day. Rank the decisions from most important to least important.
2. Give students the One of the Most Important Decisions I Ever Made Guided-Writing worksheet. Model how to complete the writing exercise. Have students copy in paragraph form onto construction paper or card stock.
3. Distribute the Decision Making Handout. In groups of 3 or 4, have students share their paragraphs. Have the group evaluate the decision making strategies using the handout and determine what kind of decision maker in general is each person.
4. Share paragraphs and group determinations with the class.
5. Make a Pros and Cons chart for the different strategy styles.
6. Go back to the “Decisions, Decisions, Decisions” brainstorm and discuss the most effective strategies for the different decisions they listed.
One of the Most Important Decisions I Ever Made

1) Draw a picture of an important event in your life that required you to make a decision.

One of the most important decisions I ever made in my life was
__________________________________________________________________________.
It was important because
__________________________________________________________________________
__________________________________________________________________________
I had to consider many things: ____________________________________________________________________________
__________________________________________________________________________________________________________________________________________________________________________________________________________________________.
This is how I finally decided what to do. ____________________________________________________________________________
__________________________________________________________________________________________________________________________________________________________________________________________________________________________.
I am (happy / not happy) with my decision because the result is (was) ____________________________________________________________________________.

### Types of Decision Making

Which of the following types best describes the way you approach decision making?

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Impulsive</td>
<td>Do you tend to put little thought or examination into your decision? Do you choose the first option without considering alternatives?</td>
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<tr>
<td>Fatalistic</td>
<td>Do you allow your environment or situation to determine your decision? Do you leave decisions up to fate?</td>
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<tr>
<td>Compliant</td>
<td>Do you allow someone else to decide? Do you follow someone else’s idea of the best alternative for your future?</td>
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<tr>
<td>Delaying</td>
<td>Do you tend to declare a moratorium, postponing all thought and action, until you decide to implement your decision?</td>
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<tr>
<td>Agonizing</td>
<td>Do you get lost in the factual information and get overwhelmed with analyzing alternatives?</td>
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<tr>
<td>Intuitive</td>
<td>Do you make a choice based on a “gut” feeling about the best alternative?</td>
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<tr>
<td>Paralysis</td>
<td>Do you accept a need to choose but cannot seem to approach your decision?</td>
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<tr>
<td>Planning</td>
<td>Do you weigh the facts and choose the result that will be the most satisfying? Do you embark on a rational process, balancing cognitive and emotional needs?</td>
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Lesson Title: Needs vs. Wants (Based on ICA Lesson 20, page 165)

Lesson Objectives:

- Understand the difference between “needs” and “wants”
- Use “need” and “want” with nouns
- Use “need” and “want” with verbs

Materials:

- Magazines to cut up, scissors
- Construction or Cardstock paper
- Glue
- Markers

Procedures:

1. Depending on your students’ levels and your allotted time, you can do this as a jigsaw activity (dividing the activity among groups) or have each group complete the entire activity.
2. Ask students to tell something that they need and something that they want. Write the sentences on the board. Correct the sentences as you write them, but don’t point out the corrections yet.
3. Use the students’ sentences to introduce the grammar. Point out how “need” and “want” work differently with noun complements and verb complements.
4. Have students create posters of needs and wants for these groups of people:
   1. A baby or small child
   2. An elementary school student
   3. A middle school student
   4. A high school student
   5. A college student
   6. A young adult who is working
   7. Parents with young children
   8. Parents with teenage children
   9. Grandparents
5. Share the posters. Talk about the “needs” category. Is it truly a need? What must be done to make sure the need is met? Is the want reasonable? What can be done to have some of the things that are wanted?
6. Discuss how needs and wants affect our spending habits, especially when planning to go for more education (ourselves or our children).
Lesson Title: Smart Consumer  (Based on ICA Lesson 11, page 128)

Lesson Objectives:

- Understand how to compare financing options

Materials:

- Information about auto loan financing options from a car dealership
- Newspaper Automotive section or free “CARS” magazines
- A bank representative willing to do “community reinvestment” on how to plan for and pay for college expenses
- You may also be able to get someone from the financial aid department of a local college or university to provide information to your students.

Procedures:

1. Tell the students we are going to buy a new car. Ask them to talk about the things they need to do to make sure they get the best “bang for their buck.”
2. Distribute the loan financing options to students. Have them look at the kinds of cars being financed (new / use), interest rates and payment terms. How would they decide how to buy a car.
3. Have a local bank give their “community reinvestment” education requirement in your class. Ask the representative to specifically talk about way to plan for college expenses and what to do if you have not saved for college.
4. Have a financial aid advisor come and talk to your students about the kinds of assistance available to both traditional and “returning” (older adults) students.