

## UNIT GUIDE

# TALK ABOUT JOBS AND WORKPLACES

This unit introduces names of various occupations and workplaces. Learners learn new vocabulary, focusing on spelling and pronunciation, and practise the verb *be* in present forms. Learners also listen to short monologues and conversations about jobs and workplaces, and complete related activities focusing on questions and responses. The unit contains six sets of interactive eActivities (H5P) and a survey, as well as a speaking practice task, a listening assessment task and a reflection activity, which can all be used as PBLA artefacts. The content of this unit is appropriate for learners at CLB 1-2.

This unit can be delivered in instructor-directed online (remote) or hybrid modalities, with synchronous and asynchronous components. It can be taught on its own or together with the following units in the Employment theme:

- ❖ **Talk About Jobs and Workplaces**
- ❖ Talk About Job Duties
- ❖ Follow Instructions at Work

This Unit Guide provides information about the online content (e-activities and resources) and ideas for teaching in different modalities. It includes:

- **GENERAL INFORMATION:** This section includes information about unit outcomes and related CLB competencies, language focus and assessment.
- **ONLINE CONTENT:** This section provides a description of each of the e-activities, the instructor resources, and tips on how to use them.
- **TEACHING NOTES:** This section provides ideas for teaching the unit in different modalities: online, hybrid, in-class; synchronous and asynchronous.

## GENERAL INFORMATION

### UNIT TASKS (OUTCOMES OF LEARNING)

**Task: Listen to a short conversation about someone’s job and workplace; answer questions about details.**

Listening | Comprehending Information

CLB 1, 2: Understand (very – CLB 1) simple information about (highly – CLB 1) familiar, concrete topics.

**Task: Respond to questions about the occupation and the workplace based on images.**

Speaking | Sharing Information

CLB 2: Give basic descriptions of concrete, familiar objects in a few short words or phrases.

### LANGUAGE FOCUS

#### Vocabulary:

- names of jobs/occupations, e.g., *a cook, a server, a driver*
- names of workplaces, e.g., *a school, a restaurant, an office*

#### Grammar:

- verb *be* in simple present e.g., *I am a cleaner.*
- contracted forms of verb *be*, e.g., *I’m a cleaner.*
- prepositions of place: *in, at, on* to talk about workplaces, e.g., *in an office, on a farm, at a restaurant*

#### Other:

- spelling and pronunciation of names of jobs and workplaces; word stress
- intonation patterns in questions and responses with the verb *be*

### PBLA ARTEFACTS

This unit includes four eActivities that can be used as PBLA artefacts. They are tagged; once they are completed and submitted by the learner, they are automatically saved in the learner’s ePortfolio. The speaking practice task comes with a PDF file that can be used for in-person assessment. The tasks are designed for CLB 2, but can be adapted for higher or lower CLB levels.

**8. Forum: Name Occupations and Workplaces.** Learners write about two people they know in this forum activity. Learners name the people, their occupations and their workplaces.

To facilitate learner participation, you can write a forum post to provide an example, to comment on specific posts and to wrap up the discussion. If needed, explain and/or demonstrate the etiquette of online forums in a dedicated session prior to the activity.

**9. CLB 2 Listening Assessment Task: What’s Your Job?** In this assessment task, learners listen to a conversation about jobs and workplaces and answer eight multiple choice questions. The task has a 20-minute time limit, and the answers can be submitted only once.

This is an assessment task appropriate for CLB 2 learners. The grading criteria are aligned with the CLBs and PBLA. The task is graded automatically, and the feedback form is generated and placed in the learners' ePortfolio.

- 10. CLB 2 Speaking Practice Task: Name the Occupation and the Workplace.** This is a skill-using task appropriate for CLB 2 learners. In this task, learners look at three images of people at work and record two sentences about each image. The instructor types/records feedback using the provided assessment criteria aligned with the CLBs and PBLA. The feedback form is automatically saved in the learners' ePortfolio. This task can also be administered in person (see the For Instructors section for the printable file).
- 11. Reflection: Talk About Jobs and Workplaces.** In this reflection activity, learners answer four multiple-choice questions about their experience and the skills they used and learned in this unit.

## ONLINE CONTENT

### FOR INSTRUCTORS

**Unit Guide** (PDF)

**Unit Transcripts** (PDF)

**In-class Materials: Picture Cards: Occupations and Vocabulary Cards: Occupations and Workplaces** (PDF and MS Word)

**Listening Assessment Task: What's Your Job?** (PDF and MS Word) – the instructor file with the transcript and the answer key

**Speaking Practice Task: Talk About Occupations and Workplaces** (PDF, MS Word) – printable and editable versions of the task

### FOR LEARNERS (E-ACTIVITIES)

*We recommend that you use the e-activities in the order they appear in the unit. You can use all of the activities, or select the ones that are most appropriate for the learners in your course.*

*All H5P activities are scored automatically with options for retrying or viewing the correct answers; learners need to check their total score on the final summary slide. The activity completion for all H5P activities is set at 70% (the learner needs to score 70% to get a completion check mark).*

- 1. Before You Begin: Talk About Jobs and Workplaces.** Learners answer one multiple-choice question about the relevance of the topic: Do you want to work in Canada? Answers are anonymous and can be used for needs assessment purposes.


Answers given will be displayed as a bar graph. You can share the graph with the class and use it to facilitate a discussion.

- 2. Vocabulary: Occupations and Workplaces (H5P).** In this activity, learners look at 12 images of different occupations and workplaces. They listen to short sentences describing the images and repeat them to practise pronunciation.


During a web conference or in class, demonstrate how the cards work: how to listen to the audio and how to proceed from one card to the next. Have learners repeat the sentences individually or as a class.

- 3. Word Search: Workplaces CLB 1 (H5P).** In this activity, learners need to find and mark eight words (from the previous activity) in a grid. The words appear vertically from top to bottom and horizontally from left to right.


- 4. Vocabulary Practice: Occupations and Workplaces (H5P).** In this set of activities, learners practise listening to, identifying, and typing names of occupations and workplaces through drag text, fill-in, and typing exercises.

5. **Grammar: Verb: be (H5P).** Learners review the singular and plural present forms of the verb *be* by listening to and reading affirmative statements and questions. Learners then practise the verb by completing unscramble, type-in, and drag text exercises.
6. **Where Do They Work? (H5P).** Learners listen to simple sentences about people's occupations and workplaces. After listening, learners drag words to complete sentences.
7. **Where Do You Work? (H5P).** Learners listen to two conversations about people's jobs and workplaces. After the listening, learners answer comprehension questions and complete grammar practice exercises. Learners also practise using different prepositions of place (*in/at* and *on*) with names of workplaces.
8.  **Forum: Name Occupations and Workplaces.** In this forum activity, learners write sentences about two people they know: their occupations and their workplaces.


To facilitate learner participation, you can write a forum post to provide an example, to comment on specific posts, and to wrap up the discussion. If needed, explain and/or demonstrate the etiquette of online forums in a dedicated session prior to the activity.

9.  **CLB 2 Listening Assessment Task: What's Your Job?** In this assessment task, learners listen to a conversation about jobs and workplaces, and answer eight multiple choice questions. Learners have a 20-minute time limit to complete the task; they can submit their answers only once.

This is an assessment task appropriate for CLB 2 learners. The grading criteria are aligned with the CLBs and PBLA. The task is graded automatically, and the feedback form is generated and placed in the learners' ePortfolio.

10.  **CLB 2 Speaking Practice Task: Name the Occupation and the Workplace.** In this practice task, learners look at three images of people at work and record sentences about each image. Learners have a 20-minute time limit to complete the activity and they can only submit their recorded sentences only once.

This is a skill-using task appropriate for CLB 2 learners. The grading criteria are aligned with the CLBs and PBLA. The task is graded automatically, and the feedback form is generated and placed in the learners' ePortfolio.

11.  **Reflection: Talk About Jobs and Workplaces.** In this reflection activity, learners answer four multiple-choice questions about their learning experience with this unit.

## TEACHING NOTES

*The following are tips for possible activities to complement e-activities online, in a web conference or in a face-to-face session. Select and adjust them based on the needs of the class you teach.*

- Preview the unit and decide on the eActivities to use, including the order in which they will be completed and the mode: synchronously and asynchronously.
- Using a projector or a smart board, demonstrate the selected eActivities by sharing your screen and completing the exercises as a whole class. Demonstrate the navigation used in specific eActivities and elicit answers from learners to check their understanding or to complete the exercise (e.g., *What do we do next? Where do we click now? What word do we type here?*). You can also have learners come up to the board/screen and point to/show/write the answer.

- Assign the selected eActivities for independent work in the asynchronous mode - completed by learners at home. The assigned activities can include those demonstrated in class. Take up the completed activities by asking the related questions, e.g., *What were the jobs mentioned in this exercise? Write three verbs you learned in this eActivity.* If the eActivity included listening, practise pronunciation of specific words and phrases.
- Ask learners about challenges and successes in completing the assigned activities, and check learner scores in the grade book to have a better sense of the overall performance.
- **Vocabulary building.** As a class, create a vocabulary bank with different word categories e.g., names of jobs, names of workplaces, verbs for work duties. Use a chart paper displayed in class or an online shareable file, such as a Google document. Have learners add words from the e-unit to the list regularly. Review the words through dictation activities and games.
- Use a Google pronunciation tool for teaching pronunciation. To use it, type the words and pronunciation in a Google search bar. It offers a normal or slow pronunciation of the word/phrase.
- Teach a mini grammar lesson to review the verb *be*. Write singular and plural pronouns and elicit the corresponding form of *be*. Point to the listed pronouns at random, and have learners say sentences with a name of any occupation and the verb *be* in the correct form, e.g., *She is a nurse. They are teachers. We are servers.*
- Demonstrate and explain written and spoken contracted forms of *be* with pronouns (*She is a doctor. She's a doctor.*) Have learners form pairs. In pairs, Learner A says a sentence with a full form of the verb *be* and learner B changes the verb to the contracted form and says the sentences with it (*They are teachers > They're teachers*). Monitor the pronunciation and the use of contracted forms (the verb *be* cannot be contracted when the subject of the sentence is a proper noun). You can extend this activity by having a learner-led dictation in pairs.
- **Job charades.** Have learners take turns acting out various jobs in front of a group/class while other learners ask questions to guess the job (e.g., *Are you a server? Are you a teacher? Is it a restaurant? Is it a school?*)
- Print the **Occupations: Picture Cards** file (in the For Instructors section) and prepare the cards without names of occupations. You can use them in the following activities:
  - Learners match the occupations with the workplaces and write down the matched pairs on a piece of paper/ the board (e.g., *a server – a restaurant; a teacher – a school*). Use the matched vocabulary pairs for sentence formation practice (an occupation name + *works* + preposition + workplace; e.g., *A doctor works at a hospital.*) have learners take turns saying/writing sentences.
  - Have learners form small groups. Each group gets a few names of workplaces; learners brainstorm names of related occupations and make a list.
  - In small groups or as a class, learners take turns drawing cards with names of occupations and make sentences about related workplaces (e.g., *This is a server. A server works in a restaurant and a coffee shop.*)
- **Sentence chain.** Ask learners to choose an occupation for themselves and write it down on a small piece of paper or a sticky note. Have learners form a line or a circle. The first learner starts by saying two sentences about themselves, including their name and their job. Every next learner repeats their classmates' sentences and adds their own, creating a "chain".

For example, Learner 1: *I am Ali. I am a painter.* Learner 2: *He is Ali. He is a painter. I am Maryam. I am a server.* Learner 3: *He is Ali (or: This is Ali). He is a painter. She is Maryam. She is a server. I am Bela. I am a driver.*

You can also include options for people who don't have jobs, e.g., *I am a student/a volunteer/a stay-at-home parent/a caregiver to my mother.*

Monitor the activity and take note of common challenges/errors; take up by reviewing the verb forms used and asking questions about learners' jobs (e.g., *What is Maryam's job?*) You can extend this activity by having learners add information about their workplaces (*I am Ali. I am a painter. I work in people's homes.*)

- **Conversation: What do you do?** Elicit and write on the board (the real or digital one) questions and answers in a small talk conversation:

*Hello, I'm Tom.*

***Hello, I'm Anna.***

*What do you do, Anna?*

***I am a sales clerk.***

*Where do you work?*

***I work in a store on Main street.***

*Do you like your job?*

***Yes, I do.***

Have learners practise the conversation in pairs, focusing on pronunciation (sentence stress and intonation in questions). Learners can extend the conversation by adding *And what about you? What do you do?* etc.

- **Line conversations:** Prepare cards with various occupations (you can use the picture or vocabulary cards included in this unit). Have learners form two lines, facing one another. Learners role-play a conversation using the model displayed on the board. On your signal, like clapping your hands, learners move to face the next person in line and role-play the conversation again. Monitor the activity by observing learners' performance and taking notes; follow up with a discussion of common challenges and errors. Take up the activity by having a few pairs of learners role-play their conversations in front of the class.