



## **Crossover Lesson**

### **Occupations/Career Advice**

#### **Lesson Objectives**

- The student will gain understanding of new occupations by matching pictures and labels.
- The student will demonstrate correct pronunciation of familiar and new occupation labels in large group and individually.
- The student will express preferences for different work activities and choose an occupation for his/her partner based on their answers.
- The student will read and discuss an article about advice for careers.

#### **Classroom Learning Activities**

##### **Activity 1**

###### Label and Photo Match

###### Resources Needed for Activity

- Wide painter's tape
- Photos of occupations
- Notecards with labels of occupations
- Small balls of tape to stick labels under appropriate photos

###### Procedure for Activity

1. Tape photos to wall before class time.
2. As students enter class, give them labels so that all are passed out except one for you to demonstrate with.
3. Introduce lesson. Place your label under appropriate photo.
4. Ask students to stand and work together to place labels under correct photos.
5. Pronounce each label, repeating as a group after you have pronounced. This will all take about 10 minutes.
6. Place students in pairs, giving each pair 3 sticky notes. The pairs will go to any 3 of the occupations labeled on the wall. (Remind students not to bunch up at any

one occupation photo. There will be plenty to choose from those on the wall.) Using the sticky note, list 3 skills needed for that job/occupation. Once they list 3 skills the pairs will leave their sticky note beside the occupation. (Say “No peeking at anyone else’s and speak in English only please!”) Once they finish they are to go back to their seats. This should take approximately 6-8 minutes. Call time if need be.

7. Conclude the lesson by referring to the occupations and skills sticky notes students placed on the wall by saying something positive. Ex. “Wow! You have done an amazing job by being able to list 2 to 3 skills in English that go with the occupation. I can hear your English improving each day. Good for you!”

## Activity 2

### Positives and Negatives at Work

#### Resources Needed for Activity

- Questionnaire for each student
- Pen for each student
- Whiteboard

#### Procedure for Activity

1. On the whiteboard write the following sentence: “ I think \_\_\_\_\_(name) would be a good \_\_\_\_\_(occupation/job), because he/she loves \_\_\_\_\_ . He/she also (really) likes \_\_\_\_\_ .”
2. Introduction: Ask “What do you like about your current job/occupation?” *If you have young students ask them “What their mother or father likes about their job/occupation.”* Elicit 2-3 responses.
3. Give each student a worksheet. Go through any vocabulary the students might not understand. Draw the students’ attention to the top of the questionnaire and review the different expressions (#1-7).
4. Ask the students to think about the work activities listed in the questionnaire and to number them (1-7), according to how much you like or dislike doing them. The students write their answers in the column marked “You”. When they have finished, tell them they are going to ask another student the questions.
5. Go through the questionnaire eliciting and practicing the questions and answers. Also, model how to ask for explanations. Ex. Why do you love...? Why do you really like...? Etc...

6. Next, divide the class into pairs. The students ask their partner the questions and complete the questionnaire with their answers.
7. When everyone has finished, tell the students to think of an occupation/job from the photos on the wall for their partner based on the work activities he/she likes doing. Explain that the students are going to tell a group of 4-6 about the job they chose and the reasons for their choice.
8. Point to the board and go over how they will answer. After 20 minutes, have the students get into groups of 4-6 including their partner. Students then present their answers to their group. Remind them to only speak in English
9. Have students return to their seats and thank them for working together and that you hope this will help them in the future while thinking about an occupation.

### **Activity 3**

#### Career Advice

#### Resources Needed for Activity

- Whiteboard
- Dry erase marker
- Pens
- Handout for each group: “10 Things You Shouldn’t Say At Work”(Class set- approximately 20-25)

#### Procedure for Activity

1. Before class list on the whiteboard the following phrases: “It’s not my fault.” 2. “No problem.” 3. “I hate this job.” 4. “I think.../This may be a silly idea.../I’m going to ask a stupid question.” 5. “This will only take a minute.” 6. “I’ll try.” 7. “He’s lazy/incompetent/a jerk.” 8. “That’s not in my job description.” 9. “It’s not fair.” 10. “I can’t.”

2. Introduce the activity by asking a couple of questions to the students. Allow 2-3 students to answer.

- What was your first job/occupation if you have had one?
- When you were a child what job/occupation did you want to do when you grew up?

3. Say today we are going to read an article about phrases to avoid in your career. First, look at the remarks on the board. Do you think it is a bad idea to use them at work? Why? (call on 1-2 students)
4. Place students in groups of 3-4. Tell the students you are going to pass out a reading which is a class set. Also, tell them you will be taking the class set up at the end of the class time. Pass out the article and read the title “10 Things You Shouldn’t Say At Work” written by Zlata Rodinova.
5. Say “Your group will read the article together aloud. Each student will read a number, continue until your group finishes reading the article. While you are reading try to figure out which phrase on the whiteboard goes with that numbered paragraph. Please write answers on a scratch sheet of paper and number 1 to 10. When your group finishes raise your hand to let me know. This should take you about 12-15 minutes.” Model #1 for the class so they understand what to do. It is a good idea for you to move about the room in case any group has a question.
6. When students finish, bring the class back together and go over the phrases that go with each numbered paragraph calling on different students to answer. Take up class set.
7. In closing, ask
  - Do you agree with the advice in the article/ Why or Why not?
  - Can you think of any other phrases that you should avoid at work?  
( *This should only take 3-4minutes leaving you time to close on a positive note*)

## Vocabulary for Crossover Lesson: “Occupations”

Teacher

Musician

Doctor

Photographer

Engineer

Chef

Painter

Firefighter

Pilot

Nurse

Fisherman

Zookeeper

Custodian

Secretary

Driver

Architect

Police officer

Construction worker

Postal worker

Web designer

(You may use other occupations if you choose)

*Teacher – go to Google for photos of all occupations, cut out/laminate if time.*

## POSITIVES AND NEGATIVES AT WORK

1. Yes, I love... 2. Yes, I really like... 3. Yes, I like... 4. It's OK. 5. No, I don't really like...  
6. No, I don't like that... 7. No, I hate...

**A. Think about the work activities in the questionnaire and number them ( 1 to 7) according to how much you like or dislike doing them. Write your answers in the column marked "You".**

Do you like...?	You	Your Partner
Working outside		
Using computers		
Traveling		
Meeting people		
Working outside		
Making phone calls		
Selling things		
Working in a team		
Repairing things		
Being creative		
Reading documents		
Attending meetings		
Working with figures		
Making decisions		
Writing		
Being self-employed		
Dealing with the public		
Working overtime		
Making things		
Having responsibility		

**B. Work with a partner. Ask your partner the questions above and write down their answers (1 to 7) in the correct column. Ask your partner to explain his/her answers.**

**Example:**

- |                                    |  |
|------------------------------------|--|
| 1. Do you like being creative?     | 2. Yes, I like being creative.                     |
| 1. Why do you like being creative? | 2. It requires thinking about different art forms. |

**3. Now think of a job for your partner based on the work activities he/she likes doing. Tell the class the occupation you chose for your partner using the sentence on the whiteboard. (point to the sentence)**

# 10 Things You Shouldn't Say At Work

Adapted from The Independent, by Zlata Rodionova, 14 October 2015

Dr. Travis Bradberry, the co-founder of the testing and training company TalentSmart, said that weak remarks and words can damage careers. "There are certain phrases that instantly change the way people see you," Dr. Bradberry said in a LinkedIn article. But avoiding these phrases is more difficult than you think. The 10 career killers you shouldn't say at the office are:

1. Everyone knows that \_\_\_\_\_. Saying \_\_\_\_\_ suggests that you think life should be fair, which makes you look immature and naïve. (*same phrase for both*)
2. When someone asks you to do something or thanks you for doing something, and you tell them \_\_\_\_\_, it suggests that their request should normally be a problem. Instead, you should show people that you're happy to do your job. Say something like "it was my pleasure" or "I'll be happy to take care of that."
3. These passive phrases \_\_\_\_\_ instantly make you sound less credible. Even if you have a great idea, they suggest that you don't have much confidence. So try to avoid them. And, if you really don't know something, say "I don't have that information right now, but I'll find out."
4. If you say something \_\_\_\_\_, people will think that you rush your tasks. If you're literally not going to complete the task in 60 seconds, then say that it "won't take long".
5. Just like the word "think", "\_\_\_\_\_" sounds weak and suggests that you don't have much confidence. Be confident in your capabilities. If you're asked to do something, either say you will do it or offer to do something different. But don't say that you'll \_\_\_\_\_ because it sounds like you won't \_\_\_\_\_ very hard. (*same word for all 3 spaces*)
6. You shouldn't make negative remarks about a colleague. If your remark is true, everybody already knows it, so you don't need to say it. There will always be \_\_\_\_\_ people in any workplace, and everyone probably knows who they are. If you can't help them work better or fire them, then bad-mouthing them will only make you look bad.
7. If you use a phrase, your boss will think that you are only interested in doing the minimum amount of work required. If your boss asks you to do something that you feel is inappropriate for your position, you should complete the task. Later schedule a conversation with your boss to discuss your role in the company and whether your job description needs an update. \_\_\_\_\_
8. It's never a good idea to blame other people. If something went wrong, explain what happened in an objective way and let your boss and colleagues decide who is responsible. When you start pointing fingers, you will make people nervous. Some people avoid working with you, and others will blame you first when something goes wrong. \_\_\_\_\_
9. People don't like to hear "\_\_\_\_\_" because they think it means that you don't want to do something. If you really \_\_\_\_\_ do something because you don't have the necessary skills, you need to offer a different solution. For example, instead of saying "\_\_\_\_\_" stay late tonight, "say, "I can come in early tomorrow morning. Will that work?" (*same phrase for all 3 spaces*)
10. The last thing anyone wants to hear at work is someone complaining about how much they \_\_\_\_\_. This is bad for the morale of the group and you will look like a native person.

Activity 3 ( Answers for these: 1. It's not fair 2. No problem 3.I think,.../This may be a silly idea.../I'm going to ask a stupid question.. 4. This will only take a minute 5. I'll try 6. He's lazy/incompetent/a jerk 7.That's not in my job description 8.It's not my fault 9. I can't 10. I hate this job