



## Lesson Plan 23

### Choosing a job

**CLB Level(s):** 5-6

**CLB Skill(s):** Speaking, Reading

**Essential Skill(s):** Thinking Skills (Decision Making), Oral Communication

<b>Objective(s)</b>	<b>Audience</b>
<ul style="list-style-type: none"> <li>To explore decision making; brainstorming, prioritizing, eliminating, organizing, discussion with others, weighing pros and cons, considering alternative options</li> </ul>	<ul style="list-style-type: none"> <li>Learners looking for work or planning for employment.</li> </ul>
<b>Grammar/Language Focus</b>	<b>Time Required</b>
<ul style="list-style-type: none"> <li>Making comparisons, using superlatives, idiomatic expressions (Additional Activities)</li> </ul>	2 hours
<b>Vocabulary</b>	<b>Materials</b>
<ul style="list-style-type: none"> <li>Factors, weighing (pros and cons), vocabulary from Appendix I, such as Daycare service, Flexible working hours, overtime work...</li> </ul>	<ul style="list-style-type: none"> <li>Appendix I.1</li> </ul>

### Workplace Culture

In Canadian schools and workplaces the learners will be asked to articulate their thought processes and explain how they come to their conclusions. They will need to possess the language around decision-making to justify their decisions.



## Learning Activities

### Activity 1: Brainstorming for Factors to Consider when Looking for Employment

1. Ask learners what is important to them in a job. Have them work in teams to brainstorm all the factors they consider when looking for employment. For example, a high paying salary or a flexible schedule.
2. Have one person from each group write their top five factors on the board.
3. Cross out any words that are repeated.
4. Handout Appendix I.1 and review the vocabulary
5. Have students complete this list using the words left on the board, if possible

### Activity 2: Organize your ideas

1. With the class, consider different ways to organize the information to make it more meaningful or useful, for example, eliminating (*striking what is not relevant and prioritizing what is left*), or prioritizing (*placing in order of importance*).  
  
\*Note – Try to elicit ‘eliminating’ and ‘prioritizing’ from the learners but provide these words and explain their meaning if they don’t come up with them on their own.
2. Tell learners you are going to practice eliminating and prioritizing today.
3. Place learners in small groups or pairs and have them organize the words from the list in Appendix I.1 (including the words that may have been added to the list) using either technique, eliminating or prioritizing.
4. Select volunteers (two from each technique) to present their lists to the class.  
  
\*Note – To avoid redundancy, have students present only their top five factors but have them explain the process they used.
5. Ask the class to reflect on how organization helped them think through the options.

### Activity 3: Discussing Decisions with Others

1. Grammar: Review how to formulate and use comparisons and superlatives



## Learning Activities

2. Form new groups so that learners are sitting with different people. Have learners discuss why certain factors are *more important* to them *than* others. Encourage learners to practice making comparisons and using superlatives where possible while discussing their choices.

\*Note – Provide the class with a list of adjectives, such as important, *cheap*, *expensive*, *convenient*, *peaceful*, *busy*, *secure*, *good*, *bad*, etc if they are having trouble incorporating comparatives and superlatives.

3. Ask the class if the discussion changed their views on any of their decisions.

### Activity 4: Weigh the Pros and Cons

1. Write the term ‘to weigh the pros and cons’ on the board and explain its meaning.
2. Distribute Appendix 4.1, have learners read it and verify vocabulary and comprehension.
3. Have learners work in pairs to fill in the table.
4. Allow for open discussion with the whole class. Which decision do they think outweighed the other? Encourage the comments “It depends...” “That’s not possible when...” etc.

### Additional and/or Extended Learning Activities

#### Practicing Decision Making

1. Distribute the Additional Activities Appendix and ask learners if they have ever considered opening their own business. Allow time for learners to complete the form and do the calculations.
2. Ask for opinions about the quiz. Is it serious? What other factors are important?

#### Idiomatic Expressions

What do these expressions mean:

- flip a coin
- consider the consequences
- weigh your options
- think it over
- talk it over
- sleep on it
- make a snap decision
- take your chances



## Learning Activities

### Reflective Evaluation

Ask learners to reflect on how they make decisions. Evaluate their ability to eliminate and prioritize. Note whether or not they were comfortable using the grammar reviewed in the lesson

### Debriefing/Wrap-up

What are the important decisions you've had to make in your life? Did you prioritize and/or eliminate when considering your decision? Do you ever make snap decisions? Why and when?



Skill Descriptors	
Canadian Language Benchmarks Skill(s)	Essential Skill(s)
<p><b>Speaking</b></p> <p>Global Performance Descriptor</p> <ul style="list-style-type: none"> <li>Can demonstrate a range of common everyday vocabulary and a limited number of idioms. (CLB 5)</li> <li>Learner can communicate with some confidence in some less routine situations on familiar topics of personal relevance. (CLB 6)</li> </ul> <p>Performance Indicators (Information: Interaction in a group)</p> <ul style="list-style-type: none"> <li>Expresses opinion (CLB 5)</li> <li>Expresses necessity and reason (must/because) (CLB 5)</li> </ul> <p>What the Person Can Do (Suasion)</p> <ul style="list-style-type: none"> <li>Make a simple prediction of consequences. (CLB 6)</li> </ul>	<p><b>Oral Communication</b></p> <p>Information</p> <ul style="list-style-type: none"> <li>Information content is simple; limited number of details (ES 1)</li> <li>Moderate range of general and context specific or technical vocabulary and idioms. (ES 2)</li> <li>Presents and discusses simple options and advise on choices. (ES 2)</li> </ul>
<p><b>Reading</b></p> <p>Global Performance Descriptor</p> <ul style="list-style-type: none"> <li>Language of the text is mostly concrete and factual, with some abstract, conceptual and technical vocabulary items, and may require low-level inference to comprehend it. (CLB 5 and 6)</li> </ul> <p>Performance Indicators (Informational texts)</p> <ul style="list-style-type: none"> <li>Compares facts to make choices. (CLB 5)</li> </ul>	<p><b>Thinking Skills</b></p> <p>Decision Making</p> <ul style="list-style-type: none"> <li>There are similar past decisions that are directly applicable and that are available to the decision maker. (ES 1)</li> <li>Most information relevant to the decision is known. (ES 2)</li> </ul>

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Daycare service

Flexible working hours

Overtime work

Good boss

Job security

Casual, part-time work

Distance from home

Free parking

Good salary

Friendly environment

Interesting work

Easy work

Quiet office

Union

Medical and Dental Plan

On-the-job training

Group insurance

Flexibility in the schedule

Permanent full-time work

Opportunity for Promotion

Read the following scenario:

In your homeland you were a successful auto mechanic running your own business. In Canada, your neighbour introduces you to the boss at a body shop. He offers you work at \$8.50 an hour. You would be hired as casual help, but he tells you there will be plenty of work.

You have been to the shop and the staff is very friendly. You could practice your English and gain some Canadian experience.

You know that licensed auto mechanics can earn \$12 or more. However, to get your license in Canada, you need to enter an apprenticeship program and pass a series of exams. It could take several years.

- 1. With a partner, discuss the pros and cons of *taking the job* and write your answers in the table.**

PROS	CONS

- 2. Highlight the arguments that have most weight in the table.**

- 3. With your partner, form a group of 4 with another pair. Present your decision on whether or not to take the job and your supporting arguments to the group.**

- 4. What are the alternatives?**

<b>1.</b>
<b>2.</b>
<b>3.</b>

Additional Activities: Practicing Decision Making

**Should you go into business for yourself?**

**Answer the questions in the following checklist to find out.**

- |   |   |
|---|---|
| <input type="checkbox"/> I can handle stress.           | <input type="checkbox"/> I am a good communicator.                        |
| <input type="checkbox"/> I enjoy solving problems.      | <input type="checkbox"/> I am good at understanding other people's needs. |
| <input type="checkbox"/> I am healthy.                  | <input type="checkbox"/> I like trying new things.                        |
| <input type="checkbox"/> I like hard work.              | <input type="checkbox"/> I can set long-term goals for myself.            |
| <input type="checkbox"/> I like to work independently.  | <input type="checkbox"/> I accept responsibility for my actions.          |
| <input type="checkbox"/> I meet deadlines.              | <input type="checkbox"/> I can manage a budget.                           |
| <input type="checkbox"/> I am practical and logical.    | <input type="checkbox"/> I can prioritize.                                |
| <input type="checkbox"/> I am flexible.                 |   |
| <input type="checkbox"/> I am optimistic.               |   |
| <input type="checkbox"/> I can adapt to new situations. |   |

**Give yourself a mark for each item. Use the following values:**

- 4 = always;**
- 3 = usually;**
- 2 = sometimes;**
- 1 = never.**

**Count up your whole score. If you got a score of thirty or more, maybe you should start your own business!**