

## **Lesson Plan**

**CLB: 1–2**

**Duration: 3 hours**

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**Theme: Employment**

**Topic: Working in Canada**

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### **CLB Competencies:**

- Speaking: Sharing information with others about employment situations
  - Writing: Reproducing information about jobs and workplaces
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### **Objectives:**

Students will be able to

- Ask and answer basic questions about jobs
  - Give a brief oral description of themselves and their employment situation
  - Copy the names of common jobs and workplaces in Canada
  - Copy key information about employment situations to complete short tasks.
  - Write a few short personal sentences about employment situations.
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### **Language Focus**

## **Vocabulary:**

### **Warm-up:**

job/work, server, cleaner, cashier, salesperson, nurse

### **Lesson:**

employee, employer, bus driver, restaurant, hospital, office, hours, full-time, part-time

## **Grammar:**

### **Simple present tense:**

- *I work. / He works.*
- *She doesn't work.*
- *You don't work in a store.*

### **Yes/No and Wh- questions with “do” / “does”**

- *Do you work in a store?*
- *Does she have a job?*
- *What do you do?*
- *Where do you work?*

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## **Resources:**

- Instructor-created materials
- Picture worksheet
- Handouts
- PPT

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## Procedure

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### Pre-Communicative Stage

#### Warm-up: Reviewing basic job vocabulary

- In pairs, students match the words with the correct picture.
- Students share answers with the class.
- The teacher gives feedback.

### Introduction

- The teacher writes the main topic of the lesson on the board:

*Working in Canada*

- The teacher projects some pictures on the board and gives a brief description of each: “This is Jennifer. Jennifer is a bus driver. She drives a bus. She works full time.”/ “This is Sara. Sara works in a hospital. She is a nurse. She works part-time. She doesn’t work full-time.”
- The teacher asks some questions about each picture and answers the questions herself. There might be some participation from students, but it’s not the goal. “Does Jennifer drive a bus? Yes, she does./ Does Jennifer work part-time? No, she doesn’t.” / “Where does Sara work? She works in a hospital. Does Sara work full-time? No, she doesn’t.”

### Explanation

- Vocabulary

- The teacher introduces new words through PPT.
- The teacher presents the picture and then the words
- The teacher pronounces the words, and students repeat them

- Grammar:

The teacher projects some sentences on the board and explains the syntactic rule. She emphasizes the third-person grammar rule of the simple present tense.

- *I work. / He works.*
- *She doesn't work.*
- *You don't work in a store.*

The teacher projects some questions on the board and explains the syntactic rule. She emphasizes the third-person grammar rule of the simple present tense.

- *What do you do? I am a nurse.*
- *Where do you work? I work in a hospital.*
- *Does she work full-time? No, she doesn't. She works part-time.*
- *What does she do? She is a bus driver.*

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## Practice

### Activity A – Vocabulary Matching

- In pairs, students match new words with the correct picture.
- The teacher walks around to assist.
- Students share their answers with the class

- The teacher checks and gives feedback

### Activity B – Sentence Completion

- In pairs, students complete sentences with correct job and workplace vocabulary based on Activity A.
  - *David is a server. He works in a \_\_\_\_.*
- The teacher monitors and assists.
- Students share their answers with the class
- The teacher checks the answers and gives feedback

### Activity C – Personal Job Info

- The teacher writes questions on the board about name, job, workplace, and hours (What's your name? What do you do? Where do you work? Do you work part-time or full-time?)
- Individually, students complete a mini profile answering the questions
- The teacher gives the class a sample/ example
- Example: *My name is Ana. I am a server. I work in a restaurant. I work full-time.*
- The teacher gives the class time to answer the questions and write a mini-profile
- The teacher walks around and gives help as needed

### Activity D – Pair Practice

Role-play conversations:

- The teacher puts students in pairs to ask and answer the questions in Activity C: *What do you do? I'm a server/ Where do you work? I work in a restaurant.*
  - The teacher checks for understanding.
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## Communicative Stage

### Role-Play: Job Fair Simulation

- Set up a mock “Job Fair”
- In pairs: One student is an interviewer asking about people’s jobs; another student is the interviewee answering the questions.
- Ask/answer questions: *What job? Where? Full-time or part-time?*
- Rotate roles; teacher monitors and supports

### Writing Task

- Students write 3-5 simple sentences about themselves and their work in response to a question prompt: “Introduce yourself and your job situation.”
  - The teacher gives the class a sample
    - *My name is ..... I am a \_\_\_\_\_. I work in a \_\_\_\_\_. I work full-time. I work for David. David is my .....*
  - The teacher monitors and supports
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### Consolidation / Follow-Up

#### In Class:

- The teacher asks review questions:
  - *What do you do? Where do you work?*
  - Students volunteer to answer

#### In the Community:

- Homework: Ask someone you know, “What do you do?” and write their answer about their employment situation.