

Job Duties

CASAS Competencies:

- 01.2 Identify or use appropriate language for information purposes
- 0.2.1 Respond appropriately to common personal information questions
- 4.1.6 Interpret general work-related vocabulary
- 4.1.8 Identify common occupations
- 4.8.1 Demonstrate ability to work cooperatively
- 7.1.1 Identify personal workplace goals

Outcomes:

- Identify workplace verbs
- Describe some responsibilities and duties of various occupations

Teacher Preparation and Materials:

- Overhead projector (optional)
- Overhead Transparency 1: *Job Title, Job Duties, Job Skills* (optional)
- Class copies of Handout 1: *Mengistu*
- Group copies of Handout 2A: *Ton*, 2B: *Igor*, 2C: *Sadia*, 2D: *Maria* (Four prepared stories about people in various occupations, and a list of specific questions)
- Allow 90-120 minutes

Why?

Warm up: Survey students: Who has a job? What are some of your responsibilities at work, or can you tell me what you do there? Tell students that every time they have a job interview or fill out an application they will need to explain what their skills are. Can you explain what your skills are?

Step by Step

Say: Who has a job? What's your job? What do you do at work? What else do you do? You know that whenever you fill out an application, or go for a job interview, someone is going to want to know about your past jobs. You will want to be able to tell them your job title, and also about some of your duties at work. What are duties?

Elicit: Duties are the things we have to do, things we are responsible for.

What?

Presentation: Tell students that today they are going to read a few short stories about immigrants and their jobs, but that their main goal will be to report verbally about what they read to people who didn't read what they read. Tell them that as they read they should pay special attention to how the people relate their job title,

Speaking - Step By Step Instructions - Level B - Employment: Job Duties job duties, and job skills. Tell them that later they will be asked to talk about the person they read about, and about themselves in a similar way.

Ask students to help you add to the following list, to help them distinguish between the three categories.

Write on board or put up on a transparency:

JOB TITLE	JOB DUTIES	JOB SKILLS
Are you a _____?	What do you do?	What can you do?
I am a _____ .	Do you _____?	Can you _____?
<ul style="list-style-type: none"> teacher 	I _____ . <ul style="list-style-type: none"> write on the board prepare lessons talk to students 	I can _____? <ul style="list-style-type: none"> explain word meanings answer questions

Step by Step

Say: Some day you will have a job interview and you will be asked many questions about a current or past job. Do you know how to talk about it? Today we will read five stories about immigrants who are talking about their jobs. It's important to remember that when we talk about jobs, we talk about *job title, job duties, and job skills*. I think of job skills as the things that a person can do. Many of you had a job before in your country, and you learned how to do certain things for that job. Those things are job skills. Maybe you don't use those skills at your job here, but those are things you *know how to do*. For example, what is my job title? What do I do at work? What skills do I have? How about you (student with a job)?

Do: Use Transparency 1 or similar format to add to the list of job titles, duties and skills.

As you read your stories, pay attention to these things. (Point to key words on board: titles, duties, skills)

I have a three part plan for you today. Part 1 is that you will read a short story about an immigrant, someone who has left their own country of origin to live in the United States. Does that sound like anyone you know? You will read your story in a group. You can help each other be sure that you understand the story and can answer the questions about the person together. (Hold up Handout 1) Did I tell you that you were going to read five stories? That's too many; you will only read 1, but Part 2 is that after you read and understand your story, you will move to another group. In that group you will each *tell* your story to the people who didn't read it. Part 3 is the best part though. When you are finished hearing the four stories,

you will have a chance to come to the front of the class and tell everyone some of the interesting things you heard about. Are you ready?

Do!

Controlled practice: Model by sending one student or a volunteer out of the classroom. Remaining students read one story together and answer the questions. Call the person who left back in. Ask each student to tell the returning person one thing about *Mengistu*.

Group practice: Pass out four handouts marked 2A, 2B, 2C, 2D, and a list of questions. Organize students by letter. All students with 2A sit with other 2A students, etc. Students read stories together, then read the questions and answer them together. Ascertain that students understand all of the questions and know how to answer them. Tell them that they will need to remember what they read because they will have to report to another group about the person they read about.

Individual practice: Reorganize groups so that there is one person from each previous group in the new group. Tell them to put their stories and questions away. Tell them that they must take turns telling as much as they can remember about the person they read about.

Step by Step

Say: Let's read one story together. I need one volunteer to go out into the hallway for a few minutes. Do you mind? You can read this while you are out there, if you like. (Give the volunteer one of the story handouts, in order to get a head start).

Do: Distribute Handout 1: *Mengitsu*. Read together in a manner that's familiar to your class. Ask the questions and tell students to answer using complete sentences.

Now I'd like you to put the story away. We are going to tell (missing student) about the person we read about. Try to remember one thing to tell (missing person).

Call volunteer back in and have him or her sit in front of the class.

While you were gone we read a story. Who would like to tell him or her about the person we read about?

Prompt students to make statements about *Mengistu*.

Distribute Handouts 2A-2D. Group students by the letter at the top of the page.

Now get into a group with the people who have the same letter at the top of the page. Read the stories out loud together. Talk about the words you don't understand. Ask me about anything that's confusing (there are a few idioms in the stories which you may want to explain to individual groups) or if there are words you don't know how to say. Be sure you know the answers to the questions.

Give students time to read together. Circulate to answer questions and explain details peculiar to the particular stories.

So, do you know all about the person you read about? Can you tell someone else about that person? Now you will join a group of people who have not read the story you read. You will tell that group about the person you read about. Please put your story away. I don't want you to read it to them. I want you to tell it. For example, you might start like this: We read a story about Mengistu. He is from Ethiopia . . ., etc. Please remember that when you tell what a person does *regularly*, don't use the -ing verb.

(As you explain, write on board for reference during the practice: He is putting boxes on shelves. He puts boxes on shelves.)

You don't say "He is putting boxes on shelves," do you? What do you say? That's right he puts. . .

Listen carefully to each other, and if you think the speaker has forgotten to tell you something, ask questions.

After the group practice, reorganize groups so that each group has a least one A, B, C, and D. Discourage students from reading from their handout. If they really seem lost, tell them they can look at it to help them remember, but the purpose of this activity is to speak.

So What?

Assessment: If there's time, ask a volunteer to come to the front of the class and talk about someone interesting he or she heard about from another classmate.

Follow up: Ask students to prepare a little story about themselves or someone they know, similar to the one we read, and report back during the next class period.

Step by Step

Say: Did you learn about any interesting people today? Who would like to come to the front of the class and tell us some of the interesting things you learned today. Can you tell us a little bit about one of the people your classmates told you about?

Do: Hope for at least one, if not more animated students to tell a few things about one of the characters.

JOB TITLE	JOB DUTIES	JOB SKILLS
<p>Are you a _____?</p> <p>I am a _____ .</p> <ul style="list-style-type: none"> • teacher 	<p>What do you do?</p> <p>Do you _____?</p> <p>I _____ .</p> <ul style="list-style-type: none"> • write on the board • prepare lessons • talk to students 	<p>What can you do?</p> <p>Can you _____?</p> <p>I can _____?</p> <ul style="list-style-type: none"> • explain word meanings • answer questions

Handout 1

When I first came to this country, I went to school for a while. I learned some English, but I had to quit when I got this job. Now I'm a stock clerk in a supermarket. I was a grocer in my country, so I have experience handling fruit and vegetables.

I unpack boxes and inspect the fresh produce. If it's okay, I put it on the shelves. Sometimes it's not ripe yet, but my supervisor tells me it will ripen fast enough. I'm not so sure. And sometimes it's too ripe and too rotten to sell. When that happens, we have to send it back.

I have had this job for three years and have gotten three raises. I'm up to \$10.66 per hour now, and I work 40 hours a week. I can't complain, but sometimes I miss good mangoes and other fruits that we don't have in our store. Sometimes I work overtime, too. I don't mind that, but I prefer to be home with my family.

Speaking of my family, all of my children are doing well in school. Because I can't go to school anymore, they teach me everything they know. I don't speak well, but I understand a lot more than you think.

Mengistu

What is the name of the person you read about?

What is his occupation (job title)?

When does he work? What shift is it?

How much does he earn?

What are his job duties?

What are some good things about his job?

What are some problems he has at work?

Does he like his job?

Would you like a job like his?

Can you think of any other job duties he might have?

A

Handout 2A

I learned how to bake French bread and rolls in Vietnam. In this country, I worked in another man's bakery first. Many people came there just to buy my rolls. My boss never gave me a raise, though. At first, I was able to save some money, but after a while, I couldn't support my family, so I quit.

Then my wife and I opened our own bakery-shop. For many years, we worked seven days a week. I started baking at 3 a.m. and my wife, and sometimes my daughter, came at 7 a.m. to open the shop. She talked to customers and improved her English. I just baked and baked! We sold bread, coffee, and sandwiches in our shop. Soon many local grocery stores wanted to sell our bread for us. More baking for me!

We are happy now. Many people wait on the street for our shop to open up in the morning. We sell many rolls and loaves of bread. We saved enough money to buy a house, and to send our children to college.

Nowadays, I still start baking at 3 a.m., but I take Sundays off. I stay home then and play with my grandchildren. Some of them are now old enough to help me and my wife in the bakery. I am a lucky man!

Ton

What is the name of the person you read about?

Where is he from?

How well do you think he speaks English?

What is his occupation (job title)?

When does he work? What shift is it?

What are his job duties?

What are some good things about his job?

What are some problems he has at work?

Does he like his job?

Would you like this job?

Can you think of any other job duties he might have?

B

Handout 2B

I like this kind of job. I drive around all day and I don't have to talk to a lot of crazy people. I am a truck washer. I drive around in a truck that's loaded with hot water. I spray soap, and sometimes other chemicals, on dirty trucks and school busses. Then I scrub them and rinse them off.

It's an okay job, but I have to work long days. My hourly wage is \$8.00. I also earn extra money for each piece I wash. I wash between 50 and 100 pieces a day. My commission is between \$.50 and \$1.00 per item.

There are a few downsides to this job. Our busiest days are Saturday and Sunday. Sometimes they are 12 hour days. Also, we can't work when it's too cold or raining. Sometimes I think I should go back to school, but I'm too tired at night. I tell myself I had enough school in Russia, so I don't feel bad about that. Beside those things, it's a good job because I travel a lot and get a lot of outdoor exercise.

Igor

What is the name of the person you read about?

What is his occupation (job title)?

Where is he from?

How well do you think he speaks English?

Do you know when he works? What shift is it?

What are his job duties?

What are some good things about his job?

What are some problems he has at work?

Does he like his job?

Would you like his job?

Can you think of any other job duties he might have?

C

Handout 2C

I came here when I was a teenager. I went to high school, but didn't finish because I had to go to work. I got a job in housekeeping in a big hotel. I vacuum floors, dust furniture, make beds, clean bathrooms, and empty the trash. I work the day shift, so I can go to school at night.

I'm from Somalia, but a lot of my co-workers are from Mexico and Guatemala. We all get along well. The hotel pays us minimum wage, and we work hard for it. If we're lucky, we find tips in the rooms we clean. Yesterday I hit the jackpot. I found a twenty-dollar bill on a bedside table! That made me feel good about this job.

Last week I hit another kind of jackpot. I finally graduated from high school—at the ripe old age of 26! I still need to improve my English before I can go to college, but I'm making progress.

Sadia

What is the name of the person you read about?

Where is she from?

How well do you think she speaks English?

What is her occupation (job title)?

When does she work? What shift is it?

How much money do you think she earns?

What are her job duties?

What are some good things about her job?

What are some problems she has at work?

Does she like her job?

Would you like her job?

Can you think of any other job duties she might have?

D

Handout 2D

In El Salvador I graduated from high school and trained to become an accountant. I studied English there for a long time, too. I was surprised when I came here and couldn't understand anything. I went to an adult school here for a few months, until my English was good enough for me to get a job.

Now I'm a cashier at a discount department store. I scan products, make change, count money, and talk to customers. It's not a bad job. I earn \$9.50 per hour. Also, I get a 20% discount on everything I buy in the store. Now they sell groceries, so that's a good deal!

I prefer to work the morning shift, but sometimes I have to work evenings. When I work evenings, my feet get very tired. Also, more customers complain about things in the evening. I always smile and direct them to the information desk. I can't solve anyone's problems.

Someday I hope to return to accounting, but for now being a cashier is a good way to pay the bills and improve my English.

Maria

What is the name of the person you read about?

Where is she from?

How well do you think she speaks English?

What is her occupation (job title)?

When does she work? What shift is it?

What are her job duties?

What are some good things about her job?

What are some problems she has at work?

Does she like her job?

Would you like this job?

Can you think of any other job duties she might have?

