

<b>Theme:</b> Exploration of the Service Industry	<b>Length:</b> 3 hours	
<b>Topic:</b> Course Expectations Self-Assessment Get to Know You (Discussing Work History) Goal Setting	<b>Target Audience:</b> CLB 4 -5	
<b>Lesson Objective(s)/Task(s):</b> Students will identify the course expectations and homework schedule, read and sign the learning contract Students will obtain their portfolios and compute instructions on how to use them Students will write their first self-assessment based on CLB 4 – 5 Can Do Statements Students will discuss their prior work experience while getting to know classmates Students will complete goal setting exercises by writing and discussing their personal goals		
<b>Learner Outcome(s):</b> By the end of this lesson students will be able to... <b>Listening</b> - Understand many simple questions (4) - Follow simple oral instructions (4) <b>Speaking</b> - Participate in conversations about what they have done (4) - Have enough vocabulary for everyday conversation (4) <b>Reading</b> - Following simple instructions (4) <b>Writing</b> - Write about personal experience (4) - Write about future plans (4)		
<b>Resources and Materials:</b> Course Outline and Homework Schedule Portfolios Journals Business Idioms Packet Learning Contract Can Do checklist, Student Version (4 pages) Describing Previous Jobs (1 page) Describing Current Jobs (1 page) Goals Setting (1 page)		
<b>Activity</b>	<b>Timing</b>	<b>Possible Roadblocks &amp; Solutions</b>
1. Meet and Greet - Instructor guides introductions and lists names on the board. Each student should tell the class three things about themselves. Instructor models this by introducing him/herself first.	15 minutes	Tangents. Instructor should try to keep each student to a 1 minute maximum introduction
2. Course Overview	15 minutes	

<ul style="list-style-type: none"> <li>- Instructor gives an overview of course content, objectives, and expectations.</li> </ul>		
<p><i>Distribute course/homework schedule, business idioms packet, portfolios and journals</i></p>		
<p>3. Learning Contract</p> <ul style="list-style-type: none"> <li>- Instructor facilitates reading of contract (having students read through it as a class, aloud)</li> </ul>	15 minutes	Resistance to sign. Instructor can offer to remain after class to discuss issues.
<p>4. Self-Assessments</p> <ul style="list-style-type: none"> <li>- Instructor explains what the CLBs are and how they will be used and evaluated in this class. Students complete self-assessments using the Can Do Checklist 4 - 5 packet (4 pages).</li> <li>- Students are encouraged to answer honestly, not to use dictionaries/translators and to ask instructor for assistance if struggling to understand any particular portion.</li> <li>- Instructor should collect Self-Assessments at break and note the results.</li> <li>- After break, students should place their Self-Assessments in their portfolios to be kept until the end of the course.</li> </ul>	1 hour	Limited comprehension of checklist. Instructor should walk around and monitor progress, offering assistance as needed.
	Break: 15 minutes	
<p>5. Describing Previous and Current Work Experience</p> <ul style="list-style-type: none"> <li>- Students will be organized into small groups and given the “Describing Previous Jobs” and “Describing Current Jobs” handouts</li> <li>- Instructor will briefly model how to talk about prior jobs by telling a bit of his/her own work history and current employment status, then have students do so themselves, using the handouts as guidelines</li> <li>- Students will read the papers together for guidance and then freely tell each other about their prior careers and work experiences, as well as their current employment status. Focus: fluency over accuracy. Students will interview up to four classmates in total for each handout.</li> <li>- Instructor will do a brief take-up with students and then inquire about their satisfaction level with their current employment status (and English skills/life in Canada). Instructor will transition into Goal Setting exercise.</li> </ul>	30 minutes	Students over-focusing on accuracy. Instructor should inform students to focus on fluency today, but offer correction if student looks for it.

