UNIT PLAN: Looking for a Summer Job找暑期工作

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| **Theme** | Looking for a Summer Job |
| **Unit Overview** | You want to find a summer job. You find a blog written in Chinese by an American student teaching English in China, and you decide to explore opportunities to work in China. You search the web for summer job/internship opportunities in China. Prepare a letter of application for a position you are interested in, stating your qualifications for the position, and asking for additional information about the position. Also prepare for a mock interview.  |
| **Objectives** | * Describe your qualifications and narrate your job experience, such as work environment, salary, job skills, etc.;
* Understand the job application process and know what to expect in job interviews and how to respond to questions in a culturally appropriate way;
* (Learn to) Use lexical and syntactic information such as the structures of words, parts of speech, grammatical roles, and syntactic and discourse markers to understand the text;
* (Learn to) Skim and scan a text, identify topic sentences, ask questions to understand the basic content of the text, and make predictions and inferences based on the text.
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| **Targeted****Students** | College students, Intermediate Mid |
| **Time****Suggested** | 5 classes, 50-minute per class (Focuses on reading)Day 1 Pre-reading activities to activate students’ background knowledge and lexical knowledge. First reading activities to grasp the basic information of the text through skimming and scanning. Day 2 Second reading to expand from the skeleton of the story to in-depth understanding of the details after contextualized grammar activities.Day 3 Third reading to interpret and infer from the text in a cultural discussion context with higher-level questions. Day 4 Transfer the acquired word knowledge and reading skills to a parallel reading task. Through cultural discussions understand what is involved in job interviews and how to respond appropriately.Day 5 Integrate and apply your reading skills into an interpretive assessment task. |
| **Can-do Statements****Based on National Standards** | Communication: * Exchange information about job experiences and the job application process;
* Identify the main ideas and supporting details of a descriptive text of about a job experience;
* Understand the key information in job postings;
* Write a job application letter.

Cultures: * Understand the cultural conventions of job interviews in China and the States, and give culturally appropriate responses to questions.

Connections: * Use your knowledge of the job application process in China to apply for jobs in a variety of fields.
* Relate the job application to personal financial skills.

Comparisons: * Compare cultural differences in the job application and interview process in the U.S. and China;
* Compare different jobs and work experiences.

Communities:* Use online resources and communities to locate information about jobs and to seek advice about the interview process.
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| **Reading Skills** | Pre-reading: predicting, skimming, scanning, asking question, summarizing…During-reading: identifying supporting details, sequence makers, transition markers, meaning from the context, textual organization principles…Post-reading: comprehension check, vocabulary comprehension, vocabulary exercises |
| **Summative Assessment** | * Interpretive: Understand job postings and personal accounts of job experiences. Summarize main ideas, make inferences, and explain why you arrive at your conclusions.
* Interpersonal: Interview classmates to find out about their previous summer job experiences and the job application process. Work in groups to prepare for a mock interview so as to communicate in a culturally appropriate manner.
* Presentational: Write a letter of application for a summer job, stating your qualifications for the position, and asking for additional information about the position.
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| **Reading Material** | 我在中国教英文 I Taught English in China |
| **Grammatical features** | 却、不仅......还......  |
| **Vocabulary** | 义务、翻译、胜任、刊登、招聘、列举、经历、挣、工资、面壁思过 |
| **Day 1** | Objectives* To engage students in discussion of the topic as a way to activate their prior knowledge;
* To help students to gain basic understanding of the reading text through skimming and scanning;
* To assist students in identifying main actions and parts of speech;
* To activate students’ lexical knowledge with lexical maps.

Activity 1: Your Past Working Experience. Warm-up discussion to activate background knowledge and build vocabulary. （10-15 min）(day1\_activity1\_WarmupDiscussion)Activity 2: During-reading activitySkim the 2nd paragraph of the article “我在中国教英文”(Day1\_Activity2\_我在中国教英文) to identify the topic sentence of the passage. (5-6 min)Goal: to help students gain basic understanding of the reading through skimming and scanning* Ask the students to skim the text to identify the topic sentence (1 minute).
* Get the students into pairs to discuss their answers (1 minute).
* Ask one student from each group to write their answers on the blackboard.
* Check their answers and discuss the results with the class to identify the correct answer.

Activity 3: During-Reading Activity (15 min.)Scan the text to identify the main action verb in each sentence to grasp the main idea of the text. (Day1\_Activity3\_Scan)Goal: to assist students in identifying main actions to grasp the main idea of the text* Lead the class to go over the first two paragraphs of the text. Ask each student to read aloud one full sentence, and circle the main action verb in each sentence. Pay special attention to the main idea of each sentence.
* Remind students about the role of action verbs plays in understanding the main idea of a sentence and of the skimming skill.
* Pair work: skim the 4th paragraph to identify the main action verb in each sentence to get the main idea.
* Ask the student to circle the main action verb in the 4th paragraph on the whiteboard.

Activity 4: Lexical knowledge activation: Complete the word activity by filling out the lexical maps. (10-15 min) (Day1\_Activity4\_LexicalMap)Day 1 Homework: 1. Character worksheet (Day1\_HW1\_CharacterWorksheet)
2. Identify the subject and object of each sentence (Day1\_HW2\_FindSubject)
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| **Day 2** | Objectives* To identify the facts and supporting details in the text;
* To decode the textual organization and sequence of events;
* To master phrase structures and discourse markers.

Activity 1: Review and practice vocabulary in context (10-15 min)* Collect character homework and answer students’ questions about the homework. (3-4 min)
* Identify the words related to job applications and guess the meaning of words in context. (7-10 min)Provide students with another article (Day2\_Activity1\_PracticeVocabularyInContext), and ask them to identify job-application related vocabulary (both new and old) by scanning (circling key words) the text. For new vocabulary they do not know, ask them to guess the meaning according to the context. Students have to work individually first, and then check their answers with a partner. The teacher will lead a brief whole group discussion in the end. Simple questions may be raised to check students’ general comprehension.

Activity 2: Identify the skeleton/main ideas of the reading (5-10 min)* Check students' understanding by going over the homework of Subject + Verb + Object chart with the whole class (Day2\_Activity2\_IdentifySkeleton)
* Divide students into small groups and ask them to take turns narrating the story line with the help of their completed SVO chart.
* Each group will summarize the main ideas of each paragraph in front of whole class.

Activity 3: Word segmentation of 1-2 sentences (5-8 min) (Day2\_Activity3\_WordSegmentation)Activity 4: Grammar in context (10-12 min) (Day2\_Activity4\_Grammar)* Give brief grammar instruction with a PowerPoint that focus on 却，不仅…还…. Proper use and sentence pattern will be illustrated with examples and pictures.

Activity 5: Wrap up this class with reading questions to check students’ comprehension of facts and details of the articel. (10-15 min) (Day2\_Activity5\_ComprehensionQs)Day 2 Homework: 1. Online job search based on students’ personal interests. Search the following job websites and identify the ones you are interested in. Pay special attention to the job requirement, location and salary. You will be asked in class tomorrow about your choices and reasons. The Chinese site has more opportunities than the English one.
* <https://www.careerengine.org/> (in English)
* http://www.zhaopin.com (中文)
1. Ask students to answer interpretational questions based on the text and related to their personal experience. (Day2\_Homework2\_InterpretationalQs)
2. Ask students to complete a grammar exercises worksheet. (Day2\_Homework3\_Grammar)
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| **Day 3** | Objectives* To identify and compare the similarities and differences regarding job posts in China and the States;
* To brainstorm and exchange opinions about dream jobs and qualifications
* To develop critical thinking skills by asking higher-level reading questions about the text.

Activity 1: Compare and Contrast (Warm-up Discussion: 5-8 min)* Students work in small groups to share their job-searching experience and discuss the similarities and differences in job posts between China and the U.S. with an emphasis on job qualifications. (Day3\_Activity1\_Compare)

Activity 2: Higher-level reading questions: inferences and prediction (10-15 min)* Personal experiences and attitude inferred from the text.
* Cultural differences in offering food and drink.
* Attitude discussions: teacher-student relationships and teacher qualifications.

Think-Pair-Share: Think about the following questions on your own first, then discuss your answers with a partner. After that, summarize your discussion and report to class.讨论题：以下为讨论题，你的观点不一定与别人相同，请利用课文内容来支持你的论点。1. 你觉得作者的学生喜欢他吗？
2. 如果你是校长， 目前正在招聘老师， 你觉得你会聘用作者吗？
3. 你觉得你会喜欢本文作者当你的老师吗？

发挥题：1.     如果你在美国的中学当老师，你会请学生吃冰淇淋吗？2.     如果你在美国的小学当老师，学生不听话，你会怎么办？3.     你觉得中国老师和学生的关系怎么样？为什么？Activity 3: Working in China (15-18) Goal: to build up students’ interest, and channel their attention to the discussion on cultural issues of working in China. * Watch the video ([Trailer of “Shanghai Calling” with Chinese subtitles](http://www.youtube.com/watch?v=3F0lWrsyFsI))
* Make predictions about the characters and plots in the film. Discuss the possible challenges and pitfalls of working in China.
* Suggested follow-up questions to the whole class:
	+ 电影里的Sam会说中文吗？他说中文说得怎么样？
	+ 你觉得Sam 在上海工作时有没有麻烦？什么麻烦？
	+ 你觉得电影里的金发小女孩为什么中文说得那么好？
	+ 电影开始的时候，你觉得Sam喜欢在中国工作吗？为什么？电影结束（to finish)的时候呢？又是为什么？

Activity 4: Your Dream Job: Discussion based on homework research (15-20 min) (Day3\_Activity4\_DreamJob)* Pair Work: Students go over their online job findings. Write the information on the board. As a whole class, vote for the top four job opportunities.
* Focus on the qualifications required in these job posts.

Day 3 Homework: * Online research on culturally appropriate job interview questions in China. Ask and get answers for at least three questions. This interpersonal and interpretive task involves cultural exploration in an online community. (Day3\_HW1)
* Parallel Reading: A Letter of Application (Day3\_HW2\_ParallelReading)Read the letter of application and use the graphic organizers to organize your answers.
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| **Day 4** | Objectives* To gain cultural understanding of job application process in China and compare it with that in U.S.
* To learn from a parallel reading of an application letter and write a letter of application.
* Presentational Assessment: Writing a Letter of Application

 Activity 1: Potential Interview Question: Student Report of Day 3 Homework 1 (10-15 min)(Day4\_Activity1\_PotentialInterviewQs)* Questions may be asked in one country but not in the other.
* To exchange ideas of interview questions asked in China and how to respond to these kinds of questions in a culturally appropriate manner.

 Activity 2: Parallel Reading Comprehension Check (15-20 min) and Guided Writing (15-20 min) based on Day 3 Homework 2 (Day4\_Activity2\_ApplicationLetter)* Check students’ comprehension questions through small group discussions and whole class sharing.
* Make sure every student is clear about the format of application letters.
* Brainstorm what can be included in students’ own application letters.
* Guide students to write a letter of application following the provided rubrics.

  Day 4 Homework & Performance Assessment(Day4\_Homework&AssessmentRubrics)Students will write a letter of application for their dream job identified in Day 3 Activity 4. After they finish the letter, students will share it with classmates on Blackboard. Their writing will be evaluated based on the provided rubrics. Then, working in groups of four, students will read their team members’ application letters, and prepare for a job interview in next class. They are encouraged to use what they have learned in this unit to prepare interview questions and responses.  |
| **Day 5** | Objectives* Post-reading integration and application
* Performance Assessment (Presentational, interpretive, and interpersonal)

Job Fair: Who will you hire? * Students will work in pairs and take turns to play the roles of employers and job applicants. Each pair produces two sets of mock job interviews.
* The interview should be audio or video recorded, so teacher can evaluate the performances. (Day5\_AssessmentRubric)
* To play the role of an employer, students need to ask questions regarding candidates’ previous work experience, qualifications and availability. After the interview, they need to write a short note about the interviewees’ performance and a brief explanation for their decision to hire or not hire the person.
* To play the role of a job applicant, students need to prepare a self-introduction and a few questions about the job. After the interview, they also need to write a short note to summarize their performance in the interview, what areas they can improve and whether the position is what they have expected.
* For demonstration, the instructor select a couple of pairs to perform the interviews in front of the class in order to make sure that everyone knows what to do, and also to give students an opportunity to critique on their peers’ performance. The instructor should grade students’ performance with the assessment rubric and provide summative feedback based on students’ notes.

Final feedback and wrap up this unit. |