



Sharing the Power of Learning

The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

Intermediate Level (CASAS reading scores of 201-220)

Learner Leadership: Week 1

Unit Overview

This is a 1-week unit where students will become familiar with what an elevator speech is how to give them. They will identify their strengths and experiences in past jobs and write elevator speeches they could give in the future. They will also write elevator speeches about their learning center and practice giving it to students in the classroom.

Focus of Week 1

- Discuss and Identify the “5 tips to giving a good elevator speech”
- Use culturally appropriate intonation and body language during elevator speeches
- Write elevator speeches for personal use and for their learning center
- Give elevator speeches to 3 people and collect feedback
- Make school fliers to accompany learning center elevator speeches
- Use the *present perfect* tense with “for” and “since” to describe job durations.

Learner Leadership Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Read elevator speeches.</p> <p>Literacy: Ask and respond to simple written wh-questions concerning elevator speeches.</p> <p>Listening/speaking: Deliver a brief elevator speech.</p> <p>Transitions: Identify and use culturally appropriate body language in elevator speeches.</p> <p>Grammar: Distinguish past and present perfect tenses to describe job duration.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: What is your job? • Handout: Elevator Speeches • Handout: Past vs. Present Perfect <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector • Laptop, LCD projector, & speakers

Lesson Plan

Warm up: Literacy (20mins)

Description: Ss will read short “elevator speeches” and answer questions.

Materials/Prep: copies of **What is your job?**; ELMO or overhead projector.

Activity 1: Life Skill/Listening/Speaking/Transitions (60mins)

Description: Ss will watch good and bad elevator speeches and identify the strengths/weaknesses of each one based on the “5 tips for giving a good elevator speech”; they will then write their own elevator speech and practice delivering it.

Materials/Prep: copies of **Elevator Speeches**; laptop, LCD projector, & speakers; ELMO or overhead projector.

Activity 2: Grammar (60mins)

Description: Ss will determine the difference between the *past* tense and *present perfect* tense when describing job duration.

Materials/Prep: use copies of the **Elevator Speeches** handout from the previous activity; make copies of **Past vs. Present Perfect**; ELMO or overhead projector

Wrap-up:

Time permitting, ask Ss what they learned today and write their answers on the board.

Teacher Directions: Warm Up: Literacy

- **Materials:** *What is your job?*; ELMO or overhead projector

Step 1: Introduce the activity

As Ss come in, give them the **What is your job?** handout and explain what they need to do. Define what “strengths” means in the context of having (or finding) a job first. Allow your Ss 10 minutes to work on this handout; this will give you a buffer for the late Ss.

Step 2: Checking Comprehension

After about 10 minutes, project the handout on the board. Read the first paragraph for your Ss while they listen along silently. Then have them read it aloud with you. After, go over the questions. Make sure to explain again what “strengths” means and give examples (i.e., I am outgoing and I like meeting people from new cultures; I therefore like teaching ESL). Do the same procedure for checking comprehension with the second reading.

What is your job?
Read the jobs below. Then answer the questions.

Susan's job
My name is Susan and I've been a bartender for 15 years. I like working with people and making them laugh. I also enjoy working nights. Additionally, I do well in stressful, fast-paced environments. Do you have any bartending positions open?

Questions

1. What is Susan's job?
2. Why does she like this job?
3. What are Susan's strengths?

John's job
My name is John and I'm a financial advisor with three years of experience. I enjoy meeting new people and helping them save money. I know a lot about money and can explain things simply, so people trust me. I really like your company and would like to work for you. Can we set up an interview next week?

Questions

1. What is John's job?
2. Why does he like his job?
3. What are John's strengths?

Teacher Directions: Activity 1: Life Skill/Listening/Speaking/Transitions

- **Materials:** *Elevator Speeches*; laptop, LCD projector, & speakers; ELMO or overhead projector

Step 1: Prep

Turn on the **laptop**, hook up the **speakers**, and turn on the **LCD projector**. Open the internet browser and type in the following address: www.youtube.com/MLCESListening. Click on **Good Elevator Speech** and adjust the volume on the speakers and laptop as necessary.

Step 1: Setting the Context

Explain that the two paragraphs they just read in the warm up are called “elevator speeches”. Write **elevator speech** on the board and ask your class what they think it means. Discuss. Then use the definition below to explain the term fully:

Definition: *An elevator speech is a short message or “commercial” about someone’s skills. It should be about 45 seconds long, about the same time it takes to ride the elevator up one floor.*

After revealing this definition, ask your Ss what a commercial does → *it sells something*. Ask them what they’re selling in an elevator speech → *themselves*. Ask your class: “How does someone sell themselves?”. Look for them to say things like, *I need to know what I’m good at; know my strengths, etc.* If they don’t say the word “strengths” on their own, review this term again and explain that knowing one’s strengths can help them get a job they want. Also discuss the circumstances where your Ss might actually use an elevator speech: *when asking if positions are available, asking for a raise, asking to change positions within a company, etc.*

Step 2: Good Elevator Speeches

Tell your class that there are 5 TIPS to giving a good elevator speech. Write them on the board (the tips are the words in italics below) one by one and discuss each one and why it's important:

5 Tips for a Giving a Good Elevator Speech:

1. *Know what you want to say; keep speech to 45-60 seconds long*
2. *Speak clearly* (practice pronunciation ahead of time)
3. *Speak with confidence*
4. *Make eye contact*
5. *Use a "call to action"* (i.e., tell the person you're speaking to what you want the next step to be → set up an interview.)

Step 3: Watching Elevator Speeches

Turn on the **LCD projector** to uncover the **Good Elevator Speech**. Tell your Ss that they are going to watch a good elevator speech and that they are to watch for the 5 tips they just learned about.

NOTE: Tell them they are NOT listening for complete comprehension; instead, they need to pay attention to her body language, eye contact, etc.

Watch the video and discuss.

Next tell them they are going to watch a **Bad Elevator Speech** and that they need to watch for the "5 tips" she does NOT use (or the things she does that are bad). Afterwards, discuss the differences between the two and why the first one was better.

Step 4: Writing Elevator Speeches

Pass out the **Elevator Speeches** handout and project a copy on the board. Explain that the first paragraph is the transcript of the "Good Elevator Speech" they just watched. Read the elevator speech for your class, and then have them identify what her experiences are. Have your Ss come up to the board and circle where they are in the text; then as a class, talk about what these experiences might mean to a possible employer (i.e., the fact that she's in school probably means she is smart, etc). Also talk about the fact that Lilly provides a lot of different experiences and why she might do this. Finally, discuss the *call to action* in Lilly's speech.

Elevator Speeches

Example 1
Hi my name is Lilly. I'm a freshman at DePaul University. I'm currently double majoring in Art History and History. I have experience in childcare. I've been a babysitter since I was 14 and I learned responsibility from the children that I watched. I worked at Forever 21 as a Sales Floor Associate and I specialized in Customer Service. I have experience in the Performing Arts. I am a skilled guitarist and vocalist. I am very interested in your company and I would love to have one of your business cards.

Example 2
Hi, my name is Luo Hung. I am from Laos and moved to the US in 2005. I speak Laos and Thai. I am studying English at Minnesota Literacy Council. I have been a cook for ten years. I like to make delicious food. I am a good cook. I also clean restaurants. I have washed a lot of dishes in the past. I would like to work at your restaurant. Do you have any cook or dishwasher positions available?

How to do your turn!
On the back of your paper write your own elevator speech. Remember to:

- state your name
- where you're from and/or how long you've been in the US
- what languages you speak
- 2 experiences you've had that will be relevant to an employer

Next, read the second example. Analyze it in the same way as you did with the first one: *identify this person's experiences and strengths, discuss what the purpose of the elevator speech is, and what the call to action is.*

Finally, have your class write their own elevator speech. Tell them they can use the two examples to help them, and that they need to write *at least* 4 sentences. Once they're finished, explain that they

need to practice reading it over and over again out loud, so they can start to feel comfortable saying it. Tell them that you will be there to help them with pronunciation, intonation, etc.

After Ss have finished practicing their speeches, pair them up together and have them deliver their speeches to each other. Have the person listening time their partner (if possible) to see how long their speech is.

Finally, regroup and have a few Ss share their speeches. Have the rest of the class evaluate their speeches based on the 5 tips given at the beginning of the activity.

Teacher Directions: Activity 2: Grammar

- **Materials:** *Elevator Speeches, Past vs. Present Perfect*; ELMO or overhead projector

Step 1: Setting the Context

Write these two sentences on the board and ask your class what the difference is between them:

- I was a teacher in Japan from 2002-2003.
- I have been a teacher **since** 2002.

ANSWER: The first is in the *past* tense and the second is in the *present perfect* tense.

Discuss as a class and try to elicit the differences from your Ss. Make sure to point out the time difference: *the first one occurred during a specific time frame (2002-2003), whereas the second one started in the past, but is still occurring today*. This is the subtle difference between the two tenses. Also make sure to circle the verbs in each sentence and discuss them.

Provide more examples:

- I was a student in my home country.
- I have been a student **since** I moved to the US in 2009.

- I was a janitor last year.
- I have been a janitor **for** three years

Make sure to point out the time reference “for” and “since” in the *present perfect*. Explain that these two words can be an indication that the sentence is in the *present perfect*. Also explain that the *past* tense uses phrases such as, *last week, yesterday*, etc. Generate a list of adverbial phrases for the past on the board.

NOTE: This is a challenging grammatical rule, but it’s important they know the difference when writing elevator speeches.

Step 2: Grammar in Context

Project the **Elevator Speeches** handout on the board again and have your class identify which sentence uses the *present perfect* tense (NOTE: There is only one → “I’ve been a babysitter since I was 14...”). Discuss the difference between this sentence and, “I was a babysitter when I was 14.”

Then have them look for the *present perfect* tense in the second example on the handout and discuss.

Step 3: Practicing the Grammar

Have your class look at their own elevator speech to see if they used the *present perfect*, either at all or appropriately. Have them identify where they could add it, and then ask them to edit their speeches and practice them again. Tell them to call you over once they feel confident they can deliver their speech using the “5 tips” you’ve discussed during class. Give them feedback on their speeches based on these tips. Then pass out the **Past vs. Present Perfect** handout so they can practice more with these two tenses.

Step 4: Checking Comprehension – time permitting

Project the **Past vs. Present Perfect** handout on the board and go over the answers as a class.

Elevator Speeches

Example 1
Hi my name is Lily. I'm a freshman at DePaul University. I'm currently double majoring in Art History and History. I have experience in childcare. I've been a babysitter since I was 14 and I learned responsibility from the children that I watched. I worked at Forever 21 as a Sales Floor Associate and I specialized in Customer Service. I have experience in the Performing Arts. I am a skilled guitarist and vocalist. I am very interested in your company and I would love to have one of your business cards.

Example 2
Hi, my name is Leo Hung. I am from Laos and moved to the US in 2005. I speak Laos and Thai. I am studying English at Minnesota Literacy Council. I have been a cook for ten years. I like to make delicious food. I am a good cook. I also clean restaurants. I have washed a lot of dishes in the past. I would like to work at your restaurant. Do you have any cook or dishwasher positions available?

How It's your turn!
On the back of your paper write your own elevator speech. Remember to:

- state your name
- where you're from and/or how long you've been in the US
- what languages you speak
- 2 experiences you've had that will be relevant to an employer

Past vs. Present Perfect

Read each sentence and then circle if it is in the *past* or *present perfect*.

1. I have been a teacher for 10 years.	past	present perfect
2. I was a teacher in 2002.	past	present perfect
3. I was an English student.	past	present perfect
4. I have been an English student since 2009.	past	present perfect
5. I was a cook last year.	past	present perfect
6. I have been a cook for one year.	past	present perfect

Now use the correct form of the past tense (was) or present perfect tense (have been) to complete each sentence below.

1. I _____ a housekeeper for three years.
2. I _____ a housekeeper in 2012.
3. I _____ a waitress since January.
4. I _____ a waitress in college.
5. I _____ a mechanic for five years.
6. I _____ a mechanic in my home country.
7. I _____ a dishwasher since 2009.
8. I _____ a dishwasher from 2009-2010.
9. I _____ a line cook last year.
10. I _____ a line cook since I moved to the US.

What is your job?

Read the jobs below. Then answer the questions.

Susan's Job

My name is Susan and I've been a bartender for 15 years. I like working with people and making them laugh. I also enjoy working nights. Additionally, I do well in stressful, fast-paced environments. Do you have any bartending positions open?

Questions

1. What is Susan's job?
2. Why does she like this job?
3. What are Susan's strengths?

John's Job

My name is John and I'm a financial advisor with three years of experience. I enjoy meeting new people and helping them save money. I know a lot about money and can explain things simply, so people trust me. I really like your company and would like to work for you. Can we set up an interview next week?

Questions

1. What is John's job?
2. Why does he like his job?
3. What are John's strengths?

Elevator Speeches

Example 1

Hi my name is Lilly. I'm a freshman at DePaul University. I'm currently double majoring in Art History and History. I have experience in childcare. I've been a babysitter since I was 14 and I learned responsibility from the children that I watched. I worked at Forever 21 as a Sales Floor Associate and I specialized in Customer Service. I have experience in the Performing Arts. I am a skilled guitarist and vocalist. I am very interested in your company and I would love to have one of your business cards.

Example 2

Hi, my name is Lao Hung. I am from Laos and moved to the US in 2005. I speak Laos and Thai. I am studying English at Minnesota Literacy Council. I have been a cook for ten years. I like to make delicious food. I am a good cook. I also clean restaurants. I have washed a lot of dishes in the past. I would like to work at your restaurant. Do you have any cook or dishwasher positions available?

Now it's your turn!

On the back of your paper write your own elevator speech. Remember to:

- state your name
- where you're from and/or how long you've been in the US
- what languages you speak
- 2 experiences you've had that will be relevant to an employer

Past vs. Present Perfect

Read each sentence and then circle if it is in the *past* or *present perfect*.

- | | | |
|---|------|-----------------|
| 1. I have been a teacher for 10 years. | past | present perfect |
| 2. I was a teacher in 2002. | past | present perfect |
| 3. I was an English student. | past | present perfect |
| 4. I have been an English student since 2009. | past | present perfect |
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Now use the correct form of the past tense (*was*) or present perfect tense (*have been*) to complete each sentence below.

1. I _____ a housekeeper for three years.
2. I _____ a housekeeper in 2012.
3. I _____ a waitress since January.
4. I _____ a waitress in college.
5. I _____ a mechanic for five years.
6. I _____ a mechanic in my home country.
7. I _____ a dishwasher since 2009.
8. I _____ a dishwasher from 2009-2010.
9. I _____ a line cook last year.
10. I _____ a line cook since I moved to the US.

Learner Leadership Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill/Literacy: Write and deliver an elevator speech about a specific job.</p> <p>Listening/speaking: Write “call to action” statements during a walking dictation.</p> <p>Transitions: Use culturally appropriate intonation and body language during elevator speeches.</p> <p>Grammar: Use the present perfect tense to describe job duration.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none">• Handout: Present Perfect with Jobs <p>Make Single Copies or Reference</p> <ul style="list-style-type: none">• <u>Volunteer Manual, 2012</u>: Mingle Grid, p. 85; Ball Toss, p. 46; Walking Dictation, p. 59• Walking Dictation <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none">• ELMO or overhead projector• Scissors & tape

Lesson Plan

Warm up: Grammar (45mins)

Directions: Ss will use the *present perfect* tense to describe how long they have done a particular job.

Materials/Prep: copies of **Present Perfect for Jobs; Volunteer Manual, 2012: Mingle Grid, p. 85 or Ball Toss, p. 46; ELMO or overhead projector.**

Activity 1: Life Skill/Literacy/Transitions (45mins)

Description: Ss will write elevator speeches for specific jobs and practice them using the 5 “tips” learned yesterday.

Materials/Prep: student notebooks

Activity 2: Listening/Speaking (20-30mins)

Description: Ss will perform a walking dictation to review good and bad “call to action” statements.

Materials/Prep: one copy of **Walking Dictation; scissors & tape; Volunteer Manual, 2012: Walking Dictation, p. 59**

Wrap-Up

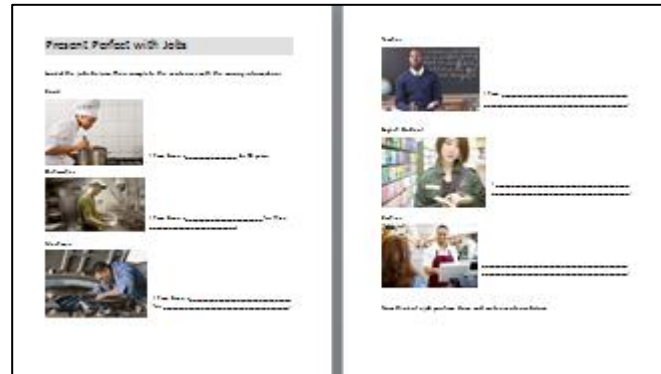
Time permitting, have Ss get into pairs and write down 5 things they learned in class. Share afterwards.

Teacher Directions: Warm up: Grammar

- **Materials:** *Present Perfect with Jobs; Volunteer Manual, 2012: Mingle Grid, p. 85 or Ball Toss, p. 46; ELMO or overhead projector*

Step 1: Introduce the Activity

Pass out the **Present Perfect with Jobs** handout as Ss come in to class. Explain what the need to do and have them work on the handout independently for at least 10 minutes. This will provide a buffer for the late Ss.



Step 2: Reviewing the Grammar

Yesterday they discussed the difference between using the *past* and *present perfect* tenses to describe job duration. Briefly review these differences before going over the handout: Ask your class, “What is the difference between, *I was a teacher*, and *I have been a teacher for 2 years*?” Write these two questions on the board. (ANSWER: The first sentence is in the *past* and indicates that the speaker is no longer a teacher; the second sentence is in the *present perfect* and indicates that the speaker is still a teacher today, even though the event started in the past [2 years ago]). Provide more examples for your class and/or have them come up with examples on their own to analyze. Once you think everyone understands this difference, proceed to the next step.

Step 3: Checking Comprehension

Project the handout on the board. Read the first sentence for your class and ask them what the missing information is → *cook*. Then have your entire class read the sentence with you. Have them come up to the board and circle the *present perfect* verbs in the sentence, as well as the *adverbial phrase for time* → *for 10 years*.

Then have someone read the next sentence. Fill in the appropriate information they provide and have the rest of the class read it with you. Then ask if anyone else has something different (i.e., a different time frame, like *months* instead of *years*, for example). Repeat this procedure for checking comprehension throughout the rest of the document.

Step 4: More Grammar practice –extension

Write this question on the board: *How long have you been a _____?* Have your class do a **mingle** or **ball toss** to practice asking/answering this question using the *present perfect*. Reference **Volunteer Manual, 2012: Mingle Grid, p. 85 or Ball Toss, p. 46** if necessary. MODEL what you want them to do first before doing the activity.

Teacher Directions: Activity 1: Life Skill/Literacy/Transitions

- **Materials:** student notebooks

Step 1: Prep

Write this script on the board:

My name is John and I have been a teacher for 10 years. I have a Master's Degree in ESL. I am a very good teacher because I'm smart and outgoing. I also love to travel and meet people from new countries. I would love to teach at your school. Do you currently have any openings?

Step 2: Setting the Context

Using the script below, deliver the "elevator speech" to your class. Do it first really well, by speaking with confidence, using eye contact, etc. Afterwards, ask your class what things you did well and discuss. Then deliver the SAME speech poorly (act awkward, speak softly, look down at your shoes, etc.) and discuss what was different and which speech was better and why.

Step 3: Elevator Speeches

Ask your class what kind of speech you just gave → *elevator speech*. (Try to elicit the term "elevator speech" from them first.) Then briefly discuss what an elevator speech is and what the purpose of it is.

Next ask if they remember what the 5 tips are to making a good elevator speech (listed below). Again, try to elicit this information from them first before supplying it. Write the tips (in italics) on the board:

5 Tips for a Giving a Good Elevator Speech:

1. *Know what you want to say; keep speech to 45-60 seconds long*
2. *Speak clearly* (practice pronunciation ahead of time)
3. *Speak with confidence*
4. *Make eye contact*
5. *Use a "call to action"* (i.e., tell the person you're speaking to what you want the next step to be → set up an interview.)

Step 4: Writing Elevator Speeches

Tell your class that they are now going to write an elevator speech for one of the jobs listed on the warm-up activity handout. They will do this in pairs. Tell them they can reference the elevator speech on the board to help them.

First, put your Ss in pairs and then tell them they will need to identify what their job does (i.e., a mechanic fixes car) and what they need to do well (i.e., fix cars fast) before they can start writing their elevator speech. Instruct them to come up with 2 things their job does, and 2 strengths this person might have NOW. Walk around the room and assist where necessary.

Afterwards, tell them they can start writing their elevator speech. Again, walk around the room and assist where necessary. As pairs finish, review their speech and correct any errors that affect understanding. Then tell the pair to start practicing their speech and timing themselves. Remind them that they need to try and keep their speech to around 45 seconds.

Step 4: Sharing

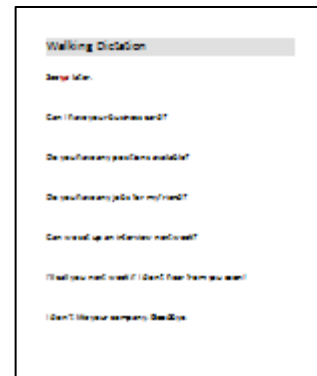
Once everyone has finished practicing their speeches, instruct one student (or both) to share their speech. Encourage them to try and do it from memory. Have the class tell them one thing they did well, and one thing they could work on for next time, using the 5 tips discussed earlier.

Teacher Directions: Activity 2: Listening/Speaking

- **Materials:** *Walking Dictation; Volunteer Manual, 2012: Walking Dictation, p. 59; scissors & tape*

Step 1: Prep

Print off a copy of the **Walking Dictation** handout, and then cut out each sentence into strips. Then tape them around the room or in the hallway.



Step 1: Setting the Context

Write “call to action” on the board (the 5th step in the “tips” discussed earlier). Discuss this term and what it means. Talk about examples of a good “call to action” (*I would like to apply for the position, Can we set up an interview next week?*) vs. a bad “call to action” (i.e., not saying anything at all; just saying goodbye; etc.)

Step 2: Walking Dictation

Explain the rules of a walking dictation. Reference **Volunteer Manual, 2012: Walking Dictation, p. 59**. Put the Ss into pairs and assign one of them as the writer. Model what you expect them to do before executing the activity.

Once a pair has finished with all of the sentences, stop the game and regroup as a class. Have the “winning” pair read the first sentence. Write EXACTLY what they say on the board and have the rest of the class decide if this is correct or not. Do this for all 7 sentences. Once you have all of the sentences written on the board, tell the pairs to put them in to two groups: GOOD “call to action” group and BAD “call to action” group. Tell them this is a RACE and that the first pair to finish wins! Correct answers afterward and discuss.

Answer Key to activity - Good: *Can I have your business card? Do you have any positions available? Can we set up an interview next week? I'll call you next week if I don't hear from you soon!* Bad: *See ya later. Do you have any jobs for my friend? I don't like your company. Goodbye.*

Present Perfect with Jobs

Look at the jobs below. Then complete the sentences with the missing information.

Cook



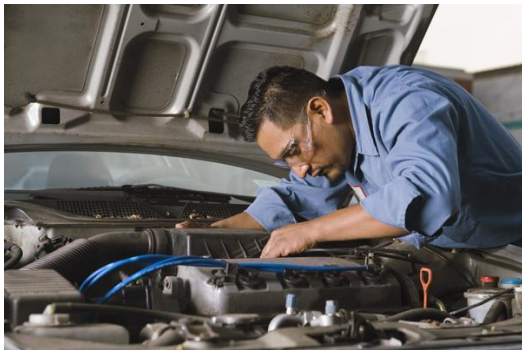
I have been a _____ for 10 years.

Dishwasher



I have been a _____ for three
_____.

Mechanic



I have been a _____
for _____.

Teacher



I have _____
_____.

English Student



I _____
_____.

Cashier



_____.

Now think of a job you have done and write a sentence below:

Walking Dictation

See ya later.

Can I have your business card?

Do you have any positions available?

Do you have any jobs for my friend?

Can we set up an interview next week?

I'll call you next week if I don't hear from you soon!

I don't like your company. Goodbye.

Learner Leadership Unit: Week 1, Wednesday

<p>Objectives <i>Learners will be able to...</i></p> <p>Life skill: Write and deliver an elevator speech describing what makes their learning center unique.</p> <p>Literacy: Ask and respond to simple written wh-questions about their learning center.</p> <p>Listening/speaking: Listen for and identify key information in classmate's elevator speeches.</p> <p>Grammar: Use the present perfect tense with "since" to describe job duration.</p>	<p>Materials</p> <p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Bubble Map • Handout: Present Perfect with Jobs <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Volunteer Manual, 2012</u>: Mingle Grid, p. 85 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector
<p>Lesson Plan</p>	
<p>Warm up : Literacy (25-30mins) <u>Description:</u> Ss will answer questions related about their learning center, and then mingle around the room asking/answering the questions. <u>Materials:</u> reference Volunteer Manual, 2012: Mingle Grid, p. 85; white board and markers (or blackboard and chalk); student notebooks.</p> <p>Activity 1: Life Skill /Listening/Speaking (45mins) <u>Description:</u> Ss will write elevator speeches about their learning center using "claims" and "evidence". <u>Materials/Prep:</u> copies of Bubble Map; ELMO or overhead projector.</p> <p>Activity 2: Grammar (30mins) <u>Description:</u> Ss will use the <i>present perfect</i> tense to describe job duration. <u>Materials/Prep:</u> copies of Present Perfect with Jobs; ELMO or overhead projector.</p> <p>Wrap-up Stand at the door, and ask Ss to tell you one thing they learned today before they leave.</p>	

Teacher Directions: Warm up: Literacy/Speaking

- **Materials:** *Volunteer Manual, 2012: Mingle Grid, p. 85*; whiteboard & markers (or blackboard & chalk); student notebooks

Step 1: Prep

Write these questions on the board: 1) *What is the name of your school?* 2) *What do you like about your school?* 3) *What is unique about your school?* 4) *Why do you think students should come to your school?*

Step 2: Writing

Read the questions on the board for your class and discuss what they mean, along with possible answers. Make sure your Ss can write their answers in complete sentences. Put sentence starter prompts on the board after the questions if necessary.

Then have your class write their answers to the questions. Allow them 10-15 minutes to work on this, which will provide a nice buffer for the late Ss.

Step 3: Speaking

Once all of your Ss are present for the day, regroup and do a **mingle** so Ss can practice asking/answering the questions. Reference **Volunteer Manual, 2012: Mingle Grid, p. 85** if necessary.

Once everyone has asked/answered all of the questions, discuss what they learned: *did everyone have the same answers? What answers were different? etc.* Make sure to discuss #3 in detail – *what makes your school unique?* Write these unique details on the board.

Teacher Directions: Activity 1: Life Skill/Transitions/Listening/Speaking

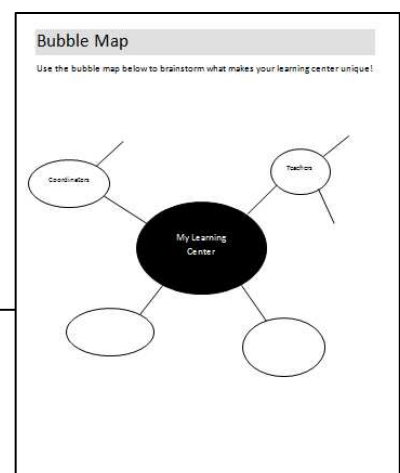
- **Materials:** *Bubble Map*; ELMO or overhead projector

Step 1: Setting the Context

Ask your Ss how they found out about their school. Discuss answers. Assuming some people will say “friends” or “someone told me about it”, discuss the power of “word of mouth” advertisement. Then explain that because of this power, they are going to write elevator speeches that they can give to people about their learning center!

Step 2: Brainstorming

Tell your class that they are going to first brainstorm a list of things that make their learning center unique by using a bubble map.



Project the **Bubble Map** handout on the board and explain how to use it. Then break up your Ss in to groups of 2-3 and pass out the handout. Circle around the room and help where necessary.

Once almost everyone has finished, come back together as a class and have a couple of groups share their maps. Project their maps on the ELMO if possible so the rest of the class can see how they organized their thoughts. Discuss.

Step 3: Claims and Evidence

Next, tell your class that these “unique things” about their school are called “claims” (i.e., my school has great teachers). Explain that good elevator speeches also offer “evidence” to support their claims (i.e., my school has great teachers *because* they are smart and fun.)

Project the example learning center elevator speech below and read it for your class:

My learning center is more than a school; it is also a community: for example, my kids can also go to school here and everyone works together to solve problems. Can you come to our Open House next Wednesday at 6:30pm?

Afterwards, have your Ss identify the claim (*my learning center is more than a school; it's a community*). Then ask them what the evidence is (*my kids go to school here, and everyone works together*). Finally, discuss what the “call to action” (*come to the Open House*). If your Ss don't remember what a “call to action” is review it. Also talk about different “call to action” statements a learning center elevator speech might have (i.e., *stop by and see our school some time; here is a flier with more information; here is the phone number so you can call with questions, etc.*).

Step 4: Writing

Have your Ss go back to their same groups and write an elevator speech about their learning center using “claims” and “evidence”. Walk around the room and help where necessary.

As Ss finish, tell them to practice their elevator speeches. Have them time each other to see if they can keep their speech to under 45 seconds (elevator speeches are meant to be short and concise, and they have been practicing this all week).

Once Ss are done practicing, put two groups together and have them share their elevator speeches with each other. Have the group listening try to identify the claim and evidence statements within the other group's speech.

Finally, regroup and have a few pairs share their speeches for the class. Make sure to tell the rest of the class to listen for the claims and evidence statements.

Teacher Directions: Activity 2: Grammar

- **Materials:** *Present Perfect with Jobs*; ELMO or overhead projector

Step 1: Setting the Context

Write these two sentences on the board: *I was a student in 2002*; *I have been a student since 2002*. Read them for your Ss and then ask them what the differences are between the statements. Discuss their answers. **NOTE:** You're looking for them to understand that the first statement is in the *past* – the action happened in 2002 and did not continue in the future. The second statement is in the *present perfect* and means that the action started in the past but is still occurring today.

Step 2: Explaining the Grammar






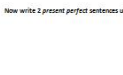


Discuss the differences between the two statements. Then mention that the *present perfect* tense can describe its time frame by using “for” and “since”. Give them examples (like the one below) and discuss. Provide more if necessary.

1. *I have been a student since 2002.*
2. *I have been a student for 11 years.*

Step 3: Practicing the Grammar

Pass out the **Present Perfect with Jobs** handout. Explain it, and then have them work on it by themselves. As they finish, pair them up together and then take turns reading their sentences for each other. Tell them to correct grammar errors where necessary.

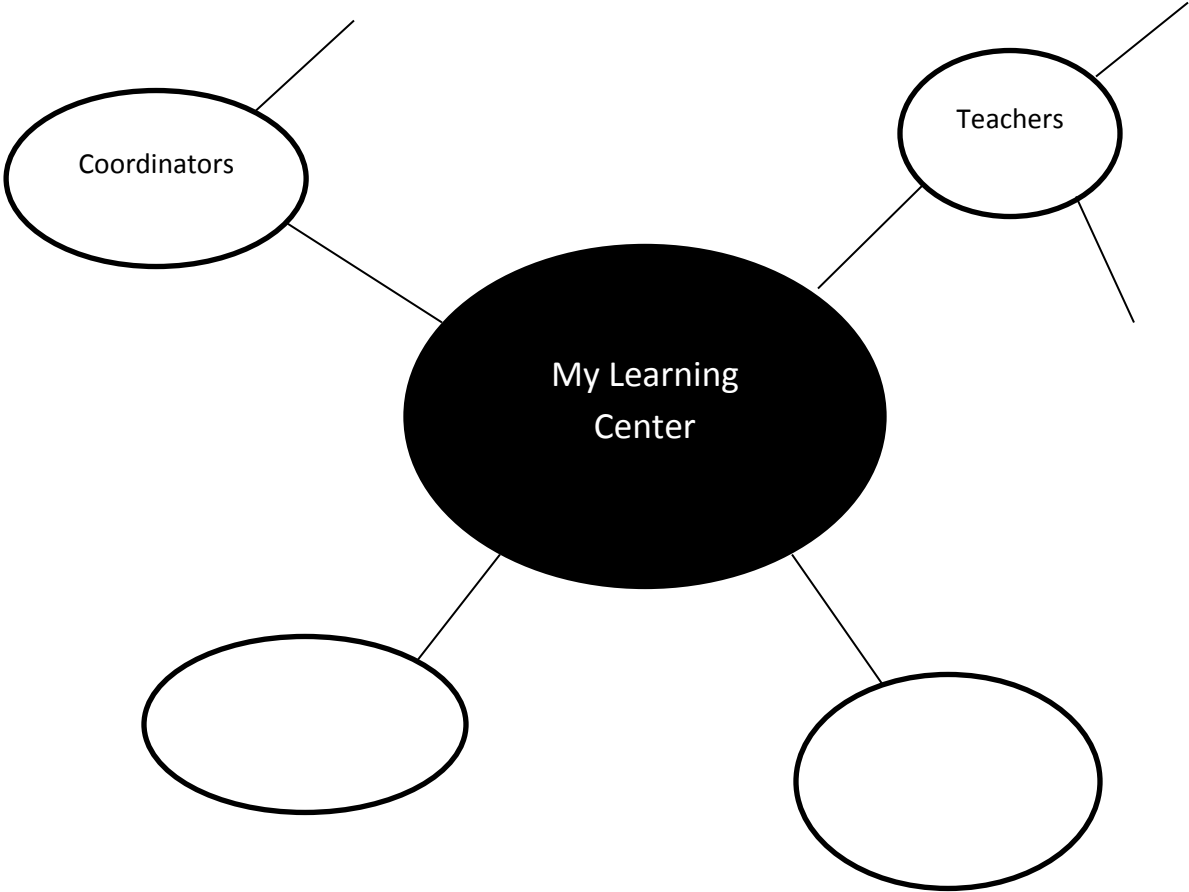
Once everyone has finished with the worksheet, project it on the board and either have individual Ss read their sentences for the class so you can write them down, OR have individual Ss come up to the board and write their sentences. Discuss.

Present Perfect with Jobs	
 I have been a _____ for _____	 _____
 I have been a _____ since _____	 _____
 I have been a _____ for _____	 _____
 I have been a _____ since _____	 _____

Now write 2 present perfect sentences using "for" and 2 sentences using "since" below.

Bubble Map

Use the bubble map below to brainstorm what makes your learning center unique!



Present Perfect with Jobs

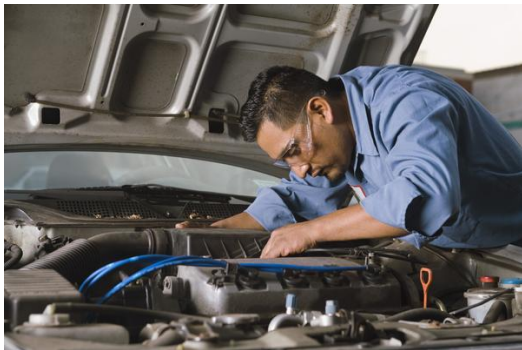
Look at the jobs below. Then complete the sentences with the missing information.



I have been a _____ for _____
_____.



I have been a _____ since
_____.



I _____ a _____
for _____.



_____.



since

_____.



_____.

Now write 2 *present perfect* sentences using “for” and 2 sentences using “since” below.

Learner Leadership Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Give an elevator speech about their learning center to 3 people and collect feedback.</p> <p>Literacy: Answer written wh-questions about a school flier.</p> <p>Listening/speaking: Deliver their elevator speeches to three people.</p> <p>Transitions: Use a chart to track the names and responses of the people they deliver their elevator speech to.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: English School Flier • Handout: Receiving Feedback • Handout: Reading Test Practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Volunteer Manual, 2012</u>: Mingle Grid, p. 85 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector • White paper & markers

Lesson Plan

Warm up: Literacy (25mins)

Description: Ss will read a school flier and answer questions.

Materials/Prep: copies of **English School Flier**; **ELMO or overhead projector**.

Activity 1: Life Skill/Listening/Speaking/Transitions (60mins)

Description: Ss will make school fliers and practice giving their learning center elevator speeches to at least 3 classmates.

Materials/Prep: **Receiving Feedback**; **Volunteer Manual, 2012: Mingle Grid, p. 85**; **white paper & markers**; **ELMO**.

Activity 2: CASAS Practice Test (15mins)

Time permitting

Description: Ss will take a practice CASAS Reading Test.

Materials/Prep: copies of **Reading Test Practice**; **ELMO or overhead projector**

Wrap up

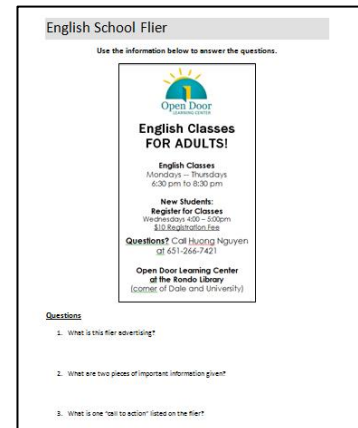
Time permitting, ask your class to write down 2 things they learned this week and share it with someone sitting next to them.

Teacher Directions: Warm Up: Literacy

- **Materials:** *English School Flier*; ELMO or overhead projector

Step 1: Setting the Context

Hold up the **English School Flier** handout (or project using ELMO) and ask your class what the flier is advertising? Then ask them to tell you some important information listed on the flier. Finally, review what “call to action” means. (**NOTE:** This is in regards to making an elevator speech. They have been practicing this all week. A “call to action” is a short statement that demands “next steps”, i.e., *can I have your business card? Can we set up an interview next week? etc.*)



Step 2: Reading for Specific Information

Briefly explain the handout and then pass it out to your class. Have them work on it independently for 10-15 minutes. This will provide a nice buffer for the late Ss. As Ss finish, pair them up together and have them check their answers.

Step 3: Checking Comprehension

After about 15 minutes, regroup as a class and go over the answers together. Project the handout on the board and have the Ss come up and circle where they find the information to answer the questions. Discuss.

Teacher Directions: Activity 1: Life Skill/Listening/Speaking/Transitions

- **Materials:** *Receiving Feedback; Volunteer Manual, 2012: Mingle Grid, p. 85*; white paper & markers; ELMO

Step 1: Setting the Context

Ask your Ss what makes their learning center unique. Remind them that this is review from yesterday (i.e., they made elevator speeches about their learning center). Write what is said on the board and discuss. Ask if anyone has their elevator speech about their learning center (or remembers it) from yesterday. If so, have a couple of Ss read their speeches. Then review the “5 tips to making a good elevator speech” → elicit this information from your Ss first; *then* supply the missing information:

5 Tips for a Giving a Good Elevator Speech:

1. *Know what you want to say; keep speech to 45-60 seconds long*
2. *Speak clearly* (practice pronunciation ahead of time)
3. *Speak with confidence*

4. *Make eye contact*
5. *Use a “call to action”* (i.e., tell the person you’re speaking to what you want the next step to be → set up an interview.)

Tell your class that they are now going to create an informational flier that they could give to someone after they deliver their elevator speech to someone. Afterwards, they will practice doing this.

Step 2: Making Informational Fliers

Discuss what information should be included on the fliers. Reference the one used in the warm up if necessary. Write this information on the board (i.e., address, class times, etc.)

Then break your class up in to groups of 3-4 and give each group one piece of paper and markers. Instruct each group to design a flier for their learning center. Project the flier from the warm up on the board for the Ss to reference.

As Ss finish, go over and inspect their fliers. Discuss what information is good and what mandatory information is missing, where applicable. Then tell each group to write a 3-4 sentence elevator speech about their learning center. (They did this yesterday so this should be review for some.) If there is a student in the group who was present yesterday, have them explain what makes a good elevator speech (i.e., they learned that for every “claim” they make – *we have good teachers* – there needs to be “evidence” to back that claim up – *we have good teachers because they are smart and fun.*) Remind groups of this if Ss don’t mention it themselves.

Check back in with groups as they write their speeches and listen in as they start to practice them. Encourage them to time each other as they give their speeches, and remind them that practice makes perfect and that eventually the goal is to be able to deliver this *without* reading their speech.

Step 3: Practicing their Speeches

Once every group has finished their flier and has written their speech, have a couple of groups practice giving the speech to you, as if you were just a random student on the street. Act this scene out and make it fun!

After each speech, ask the rest of the class to identify which of the “5 tips” were used. Discuss.

Step 4: Collecting Feedback

Explain that they are now going to do a **mingle**. Reference **Volunteer Manual, 2012: Mingle Grid, p. 85** if necessary.) Explain that everyone is going to “mingle” around the classroom and give their elevator speech to three different classmates. After each time, they need to collect feedback about one thing they did well, and one thing they could improve on (using the “5 tips” as a reference). Project the **Receiving Feedback** handout on the board and explain how they should use it. Then pass it out to everyone and MODEL what you expect them to do with another student.

Once everyone has finished collecting their feedback from 3 people discuss how this felt: *how did it feel receiving feedback? Was this helpful? Do they feel more prepared to give this speech to someone outside of the classroom? etc.*

Receiving Feedback		
NAME of person you gave the speech to	One thing you did WELL	One thing you should IMPROVE on.

Teacher Directions: Activity 2: CASAS Test Practice



- **Materials: Reading Test Practice; ELMO or overhead projector**

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other Ss' papers.

Pass out the **Reading Test Practice** handout.

Give everyone 5 minutes to complete questions 1-4. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Reading Test Practice	
 <p>English Classes FOR ADULTS!</p> <p>English Classes Monday – Thursday 6:30pm to 8:00pm</p> <p>New Students: Register for Classes Wednesday 6:30 – 8:00pm 825 Washington Ave</p> <p>Questions? Call Haong Nguyen at 612-344-7421</p> <p>Open Door Learning Center of the Anand Library (corner of Dale and University)</p>	 <p>English Classes FOR ADULTS!</p> <p>English Classes Monday – Thursday 6:30pm to 8:00pm</p> <p>New Students: Register for Classes Wednesday 6:30pm to 8:00pm 825 Washington Ave</p> <p>Questions? Call Haong Nguyen at 612-344-7421</p> <p>Open Door Learning Center of the Anand Library (corner of Dale and University)</p>
<p>1. When do these English classes start?</p> <p>A. 8:30pm B. 4:00pm C. 6:30pm D. 8:30am</p>	<p>2. How many days a week does this English class meet?</p> <p>A. 3 B. 2 C. 1 D. 4</p>
<p>3. Where is this English class located?</p> <p>A. Open Door Learning Center B. Haong Nguyen C. Corner of Dale and University D. St. Paul library</p>	<p>4. If you have questions, what can you do?</p> <p>A. Send an email B. Give a call C. Send a text D. Send a letter</p>

Step 2: Reviewing Answers

Use the ELMO or overhead projector to review the questions. Invite a student to come up and circle the correct answer. They should also circle the information in the question that helped them find the correct answer.

English School Flier

Use the information below to answer the questions.



**English Classes
FOR ADULTS!**

English Classes
Mondays -- Thursdays
6:30 pm to 8:30 pm

**New Students:
Register for Classes**
Wednesdays 4:00 – 5:00pm
\$10 Registration Fee

Questions? Call Huong Nguyen
at 651-266-7421

**Open Door Learning Center
at the Rondo Library**
(corner of Dale and University)

Questions

1. What is this flier advertising?
2. What are two pieces of important information given?
3. What is one “call to action” listed on the flier?

Receiving Feedback

NAME of person you gave the speech to	One thing you did WELL	One thing you could IMPROVE on

Reading Test Practice



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2. How many days a week does this English class meet?

- A. 3
- B. 2
- C. 1
- D. 4



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3. Where is this English class located?

- A. Open Door Learning Center
- B. Huong Nguyen
- C. Corner of Dale and University
- D. St. Paul library

4. If you have questions, what can you do?

- A. Send an email
- B. Give a call
- C. Send a text
- D. Send a letter